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ABSTRACT

Issues concerned with the certification of continuing education are addressed in this report. Topics of the keynote addresses are (1) Compulsory Continuing Education for Professionals, or The Gold Rush of '76, and (2) The Mystique of Certification, Education and Professionalism: In the Service of Whom? Panel presentation topics include: (1) Continuing Education and Licensure in the Health Professions, (2) A Proposal for Relicensing Physicians in Washington, (3) Accreditation Process in Higher Education, and (4) The Need for Continuing Education and Skill Upgrading in the Electrical Trades. Each of the addresses and presentations contains an abstract. Questions, answers, and reflections related to certification are presented under the conference theme topic. The annotated bibliography on Certification, Credentialing, Licensing and the Renewal Process, constituting approximately half of the document, reflects the needs of the conference and the larger audience of adult educators. Information about additional conference sessions and other professional areas, and a postscript are included. (HL)

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CERTIFICATION, CREDENTIALING, LICENSING AND THE RENEWAL PROCESS

Proceedings of a Conference

Sponsored by

Northwest Adult Education Association

Washington Continuing Education Association

ERIC Clearinghouse in Career Education

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Edited by

James S. Long, Washington State University, Pullman, Washington and
Roger Boshier, University of British Columbia, Vancouver, B.C.

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Preface

"Certification poses a major dilemma for adult education: we are confronted with a real and growing social demand for certification and faced with the potential that, if we give into the demand, we will be controlled and standardized by certification requirements and, if we do not, individuals may be cut out of the economic reward structure."*

The dilemma of certification raises a number of questions:

— Why licensure in the first place?

— What are its social, economic and political roots?

— What are the standards for recertification? Do the standards reflect needed competencies?

— What occupations and professions today mandate continuing education as a part of relicensure?

— If continuing education is a prerequisite, who establishes the curriculum? Who provides instruction?

— How do continuing educators relate to others in this renewal process, others such as professional associations, state/provincial regulatory agencies, legislatures, interest groups — and other educational systems?

— How do continuing education delivery systems obtain financial and personnel support to offer instruction?

— To what extent is any given form of education, such as literacy, used to franchise adults' participation not only in the "economic reward structure" but also in the political and legal decision-making systems?

— What are the trends and what are the forecasts for the future?

These questions, growing from the dilemma of certification, prompted our two professional associations to develop the conference entitled *Certification, Credentialing, Licensing and the Renewal Process*. That the dialoque provided us useful insights — and stimulated yet more questions — prompted us to prepare these proceedings.

Conference Co-chairpersons:

Richard L. Harris, NWAEA
Associate Dean for Continuing Education
Grays Harbor College
Aberdeen, WA 98520

Lester N. Liebel, WCEA
Rural Development Coordinator
Cooperative Extension Service
Washington State University
Pullman WA 99163

* Kathleen Rockhill (Penfield), "Prospects for a Learning Society", *Adult Leadership*, September, 1975.

Contents

Page

Preface
Lester N. Liebel
Richard L. Harris

Keynote Addresses
Compulsory Continuing Education for Professionals, or The Gold Rush of '76 3
Milton R. Stern

The Mystique of Certification, Education and Professionalism: In the Service of Whom? 8
Kathleen Rockhill (Penfield)

Panel Presentations
Continuing Education and Licensure in the Health Professions 16
Allen I. White

A Proposal for Relicensing Physicians in Washington 18
Kenneth C. Diehl

Accreditation Process in Higher Education 20
Shirley B. Gordon

The Need for Continuing Education and Skill Upgrading in the Electrical Trades 21
Mel Hitchcock

The Conference Theme: Questions, Answers and Reflections
Philip E. Moir 22

Notes 25
A Related Conference

Accreditation of Continuing Education

Related Study

Annotated Bibliography 26

Index 40

Additional Conference Sessions
Research 41

Other Professional Areas 43

Postcript 45

Registrants 47

COMPULSORY CONTINUING EDUCATION FOR PROFESSIONALS
or
The Gold Rush of '76

BIOGRAPHICAL INFORMATION

Milton R. Stern is Dean of Extension, University of California, Berkeley. Dean Stern serves in a number of areas representing a broad spectrum of adult education — governmental studies, financial support of predominantly Negro colleges, the teaching of English literature, semantics and other liberal education programs for adults; and adaptation of adult education research in changing societies.

He has long been active in the National University Extension Association, the Adult Education Association of the USA; and the Association for Continuing Higher Education.

ABSTRACT

Milt Stern believes that the issue is not whether continuing education in the professions should be compulsory. It is! He recognizes the philosophical issue—"the intrusion on individual liberty precipitated by mandating such instruction."

But he goes on to point out that the professional still retains the liberty to opt out of his profession—though he notes that, paradoxically, even to opt out requires continuing education.

Those who influence mandatory professional continuing education include seven interest groups: (1) continuing education divisions, (2) professional schools, (3) institutional administrators, (4) professional associations, (5) entrepreneurial educational organizations, (6) state legislatures, and (7) the state-sanctioned regulatory boards and agencies.

Since continuing professional education is compulsory, Stern argues, "I don't want it done on the cheap." He concludes that the marketplace of competition among providers and the interplay among the providers, professional associations, state legislators, and policing bodies helps assure the quality of continuing education for the professions.

We have a considerable range of topics to be discussed. Indeed, your planning committee didn't try to list them all under a single theme, but labeled the event "Certification, Credentialing and Licensing." And then because it's even more complicated, added the phrase, "The Renewal Process."

The committee asked Kathy Rockhill and me to be editorially authoritative; I even think they hope that we'll be combative—"Let her and him fight!" Well, she and I are too agreeable to fight—much, that is. As you will hear, we don't necessarily have the same answers to the difficult questions of policy, for there is ample room for disagreement in the ramified highways and byways of the multiple subject.

I hope our day here will be rewarding, and I certainly hope it does not result in the kind of summary at the conclusion of a day I saw reported recently from my state. A seismic safety plan that emerged from Sacramento County was entitled, "Proposed Possible Preliminary Outline of Suggested Alternative Considerations for a Conceivable Tentative Recommendation."

As one commentator said, "Those hot-headed fools!"

Only obliquely does the text of the printed program refer to what I believe to be the most vexatious issues confronting adult educators and society—the matter of compulsion, the way relicensure and recertification compel people to go to school and compulsory education of adults well after conventional school leaving time. Thus, we are dealing with post-secondary opportunities and post-secondary and post-*tertiary* obligations to continue as students. Adult education, seen this way, is not the compensatory second chance, but truly life-long, co-extensive with life itself, more certain than either digestion or sex. No, strike that, make it death or taxes. Both sex and digestion are less certain than continuing education.

Last week I saw an announcement which capsulized our issue of the day and gives it a paradoxical flavor. After all, life-long education does stop at the grave and Everyman will have to take that final adventure with the accumulated solace not only of good deeds and virtue, but with whatever else he has learned up to that moment. I received an announcement from the California Department of Consumer Affairs. It was sent by the Board of Examiners of Nursing Home Administrators and dated January 15, 1976. It informed all licensed administrators of an urgent requirement. "According to a decision of the Board of Examiners of Nursing Home Administrators, the mandatory requirement for spring 1976 is that all licensed administrators must attend at least eight hours of a Board-approved course on Death and Dying before the end of this licensing period on June 10, 1976."

It went on to give registration information and listed 47 courses with fees ranging from none to $60 with hours from 8 to 54. It listed contacts and phone numbers throughout the state. Very helpful. To take off the bureaucratic curse, the last paragraph said in friendly fashion, "If you still have questions, call Doreen or Elizabeth at the BENHA office."

Hey Doreen! What if I say, "Drop dead!" to the regulation?

What happens if you don't take the course? The answer is simple. You aren't allowed to work at the administrative position you've achieved.

CE 007 375

Let me add, too, that the sponsors of these 47 courses represented a whole range of providers: community college; Extension at the University of California at Berkeley and at Santa Cruz; public school adult education programs in various communities; many private entrepreneurial providers of instruction; several state colleges. Advanced courses as well as basic courses were included and one correspondence course was listed from an entrepreneur. Also, a flash announcement ended the information: "CAHA (that's California Association of Health Administrators) will offer an eight-hour course at each of their five chapters at the beginning of February. It will be open to non-members."

There you have it! That lays a specific backdrop against which to discuss the hundreds of examples we could cite from every state of the Union, directly affecting millions of people: automobile mechanics, pharmacists, attorneys, accountants, everyone who has a skilled trade or professions. This is by now, I think, generally understood by all of us, and does not need amplification today. But let me add that a book will be appearing soon on comparative continuing professional education by our distinguished colleague, Professor Cyril Houle, of the University of Chicago, which should be quite authoritative.*

You'd think, dear friends, that we might be in the driver's seat, we who have toiled in the vineyards for, lo, these many years. But, as I indicated in my citation of the Death and Dying sponsors, many people are in on a "gold rush of '76." And that is an important part of what I want to dwell on later in this talk. At this point, however, let me deal with the issue of compulsion.

COMPULSORY CONTINUING PROFESSIONAL EDUCATION

Were you to ask most people, they would agree that nursing home personnel should have compassionate understanding and specific physiological information and that it is best conveyed through continuing education programs. But who decides who needs such a course of study? Who decides how many hours? Who decides what the certification process shall be? Its extent? What curricular elements should be included? How often should the program be given? And then, the embrasive philosophic questions: What intrusion on individual liberty is precipitated by mandating such instruction? Is the consumers' interest best served through compulsion?

As originally conceived, this session was to be a debate: Should or shouldn't? Why, or why not, such compulsion?

I believe that such an option was probably out of date years ago. In 1963, I wrote an article about compulsory adult education. I wrote it with tongue in cheek, but discovered considerable, even serious, interest, although not from Russell Baker of the *New York Times,* who didn't opt for my remedy, but rather for loafing as a better way to go. Who's to say he's wrong? Sylvia Porter, on the other hand, that oracle of us lower middle class income types, said that, although my prophecy seemed eccentric, she knew it was on target because she was already working hard at her own continuing education.

My opinion thirteen years ago was that the only way to avoid compulsory adult education was to get there first and to do it yourself, to keep on learning without being required to. At that time, I did not anticipate the wave of consumer demand for continuing professional education that brought the issue rapidly to a head. Who could have guessed a Ralph Nader? Nevertheless, I should have had some inkling when I received a letter from the Director of Public Aid for the State of Illinois who pointed out that welfare recipients in Chicago's Cook County were already required to take training before they could receive welfare checks.

Compulsory education for adults. It is with us. We cannot ignore it. Does it sound as distasteful today as it did thirteen years ago? Without doubt, it is a troublesome question.

But if one endorses compulsory public education for children, I fail to see why one should not accept it for adults. I recognize that most people regard children as having fewer individual rights than adults. I disagree with that position and argue that it is perhaps responsible for the decline of effectiveness of earlier education. I believe it is possible to extend liberties to children in unexplored ways. But that's another topic.

Children are compelled to go to school because they must be "socialized"; they must be made culturally acceptable to us adults. Very well, if we accept that sort of compulsion for children, we condone the desirability and inevitability of cultural conditioning. In a hunting society, instruction has to be different. In Hudson's Bay a seven year old had better learn to flip over in a kayak with a spear in his hand, rather than take a reading readiness test. In the latter half of the 20th century, we accept that driver training in high school is a good thing. We accept that mandated adult education of drunk drivers is a necessary thing, as well. And I believe we agree that the doc-

tor who knows about new drugs is better than one who doesn't.

Beyond that, the cultural climate has also put increasing pressure on legislators and government enforcers to protect consumers from inadequate performance. They have not always been uniformly successful. I believe that more appropriate continuing education efforts, mandated efforts, perhaps, on the part of state enforcing agencies would have spared patients and protected physicians from having to pay the now extraordinary malpractice insurance rates. It may be true that doctors brought this on themselves to a great extent, but I'll deal with that issue later when I discuss the politics of continuing education.

RATIONALE FOR RELICENSURE

Built into all relicensure efforts is the thesis that the professional has to know as much as possible to live up to obligations to the client, or, if the larger society is the client, to society. There are situations in which this is obviously true. For example, engineers. Engineers must know the safety design of buildings and dams for earthquakes.

So, culture compels children to go to school, and our contemporary culture is compelling adults to do the same.

I don't want it done on the cheap. Many professionals coming to us in universities make the simple, breathtakingly corrupt suggestion that the least education they can get away with to satisfy a statutory requirement is what they want. So, for example, dentists go off on a cruise ship to Acapulco, under institutional auspices, if you please, to study orthodonture on the sundeck. I remember a few years ago during a vacation in Portugal seeing at Estoril on the Portuguese Riviera busloads of American neurosurgeons who had been meeting there for an annual updating on new techniques of brain surgery—not even benefitting American Holiday Inn keepers or Seattle's Sea-Tac Motor Inn.

In summary, while there is a legal distinction between compulsory education for children and that for mature professionals, the distinction is Pickwickian rather than real. An adult lawyer, or an accountant, say, has a cultural necessity to study in the sense that he will lose his license to practice if he doesn't. It is required, compulsory, even though he can do what a child can't do of course, and that is opt for *not* being a lawyer or an accountant. Paradoxically enough, however, if he wants to opt out of the culture, to drop out, he must still find some kind of continuing education, even if self-taught. He has to learn for example, how to get along on fewer dollars a year, and if he opts for a counter-cultural pattern, he has to learn something else, like how to raise macro-biotic vegetables.

Cultural compulsion is real, it is not an option. I suppose that a close parallel would be the medieval sanction of excommunication. There is a human dread of living outside of society. These days, some people want to live, as Thoreau wistfully wanted, on the edges of the culture, but contributing to it or outside it altogether. But to be a competent drop-out, and not just a skid-row bum, you need — continuing education.

THE PROVIDERS

As I noted in describing the program on death and dying, there are many providers. In addition to the universities, they include people in private enterprises and professional associations. There are many interests, and this is natural because what we're dealing with is a new locus of money and power in our society. Continuing education is just that. Count the number of accountants in the State of California and mandate continuing education for them. Mandate 80 hours every two years, for more than 28,000 licensed CPAs and public accountants in the State of California and you begin to see why I entitled this talk the "Gold Rush of '76."

I would like to identify the Madisonian interests that are represented in the field of continuing professional education. Madison, was a hard-headed founding father. In the Federalist Paper Number 10, he said group interests are based upon having power, or wanting power, and having money or wanting money, or both, or more. Thus he spoke of the mercantile interest, or the agricultural interest. Further, he pointed out the pluralism of such interests—their balancing out —creates a viable nation.

The field of continuing professional education does not represent a single group interest. There are many interests — a pluralism. I would like to itemize them and describe the interested parties and their relative position in the scheme of things, how they jostle each other and vie for position. We must seek to arrive at an appropriate strategy, or at least the groundwork for a strategy, useful to adult educators, particularly those in community colleges and universities. They represent both providers and consumers and also policemen, governors, regulators. There are seven interest groups.

On the providing side, we have the interests represented by the university, and those are really three in number. Both fiscally and in policy and

power terms. university extension and continuing education arms are interested. Also, to the extent that universities are complex enough to have professional schools, the professional schools in universities represent a second interest party in the Madisonian sense — that is, power and money, equated as faculty FTE's (Full-Time Equivalents). In addition there are the institutional administrations themselves. I included the administration of all institutions of higher education, but particularly the community colleges who want a piece of the action in continuing professional education, arguing their availability, and accessibility, although they would have difficulty arguing their strength as providers.

There are other providers. Two other groups are of utmost consequence to those of us who think we should have the largest share of the market. We have as a fourth interest, the professional associations — national, state and local — in all professions, already active and, in some cases, supporting themselves out of returns from continuing professional education for members and non-members.

A fifth interest group are the private individual enterprisers, ranging from large national organizations like the American Management Association to fly-by-night outfits.

Those of us who go to meetings have discovered listed on the meeting board in the lobby a whole host of learning experiences which we do not provide. But others do. Recognize a vacuum and fill it. Recognize an opportunity to make money and grab it. And whatever overtones of annoyance or irony I may express, I believe in it. I believe that through the friction and competition of the marketplace, we have already strengthened and we will continue to strengthen the provision of continuing education for the ultimate consumer.

WHO SPEAKS FOR THE CONSUMER?

Now let's get to the consumer. How is that beset, cajolled, flattered, bullied culture figure served in this situation? He/she is the ultimate object of our attention, our devotion, our tenderness, our care. Who speaks for him? Certainly not he, himself. The consumer never speaks for himself. He sometimes will join consumers' unions; he will sometimes episodically engage on a political campaign to replace an obvious fraud in city government. The consumer is a figment of the imagination if we are thinking of him as having any continuity. He is Everyman and needs protection on the part of responsible professionals to police themselves. And I include us. There has to be regulation, and that is provided in our country through two other interested parties, both at the level of state government.

The sixth interest group is the legislative—the most overtly political of the bodies we have to consider. It is the state legislatures who are largely responsible for the laws and regulations which govern and control continuing education of professionals, just as they have traditionally controlled the original first licensing of such groups.

There is another kind of national countervailing force — the national professional associations. Here is a potential for interesting power plays. In order to practice, a doctor must get the blessings of associations, and, in the first instance, be licensed to practice in the state he chooses. There is no such thing as a national license. There may be reciprocity between states in various fields, but essentially state control is the way we regulate professions.

So legislators exist as a sixth interest group which stand to gain from their supervision of the process of continuing education for professionals that is part of relicensure.

Finally we have the boards and regulatory agencies which are typically part of the executive branch of state government. These police professional activities. Sometimes they are closely related to consumer interests. In California, the Department of Consumer Affairs controls many regulatory agencies, although not all. Certain boards are dominated by professionals on the boards. This means the fox is set to guard the chicken coop. The problem for those of us concerned with this issue is to be as clear as possible about the reality of the composition of such boards. It will be necessary to go over the ground one by one, profession by profession, state by state. Very little is written on the subject. Professor Houle will do the first broad, comparative study. Clearly, from the point of view of practical politics, it would be useful in each state to develop a comparative study with other states, particularly those with comparable economic and cultural patterns.

Well, where in all of this is the adult educator who doesn't get much of a chance to take a group to Puerto Rico, Aruba, or Hawaii, unless, of course, he is happily practicing adult education in that lovely state? I'm not sure we are still ahead of the game. It has moved so fast lately.

One thing is certain. No matter who you are, university extension administrator, a community college person, public school adult educator; whether you work in labor unions, church groups, or libraries, the most important thing is to know

your enemies and friends. You do have friends in this effort. There is the possibility of a consolidated and cooperative undertaking in the public sector. Realistically, I'm constrained to think that ambition and greed or even a simple desire to live well, are important in people's outlook. But people share a sense of obligation and responsibility, implicit in the nature of a profession. I cannot believe that even in medicine doctors are without a residual sense of shame. After all, we are talking about continuing *professional* education. While a profession gives one a living, one owes a profession one's life.

So, let me quote that most eloquent spokesman for our own profession, R. H. Tawney: "The purpose of an adult education worthy of the name is not merely to impart reliable information, important though that is. It is still more to foster the intellectual vitality to master and use it so that knowledge becomes not a burden to be borne or a possession to be prized, but a stimulus to constructive thought and an inspiration to action."

*Prof. Houle expects the book, *Continuing Professional Education*, to be published by Jossey-Bass in mid-1977.

THE MYSTIQUE OF CERTIFICATION, EDUCATION AND PROFESSIONALISM: In the Service of Whom?

BIOGRAPHICAL INFORMATION

Kathleen Rockhill (Penfield) is Assistant Professor of Adult Education at University of California, Los Angeles. In addition to her teaching, she is principal investigator of a USOE-funded national study of Educational Opportunity and the Adult Secondary Population. Her other research interests include public policies related to adult education, accountability in education and institutional change.

She is a member of Adult Education Association, USA, and History of Education Society.

In 1975, Ms. Rockhill received an International Women's Year Award as one of 10 Outstanding Adult Educators in the United States.

ABSTRACT

Certificates based on schooling represent social status differences — not differences in skill or performance. Mandating continued schooling for recertification simply begs the task of assessing competence and destroys the dignity of directing one's own learning. These are the issues as Kathy Rockhill (Penfield) sees them.

The adult educator and the consumer, she says, have had little influence on certification standards, validation of certification procedures and, ultimately, the competencies available in a service-oriented society.

However, the courts have had an impact. An illustration is the decision in Griggs v. Duke Power Company, in which Chief Justice Burger concluded: "Diplomas and tests are useful servants, but Congress has mandated the common sense proposition that they are not to become the masters of reality."

Government, too, has had an influence, as, for example, through the Social Security Act of 1972 that established Professional Standards Review Organizations among peers in federally-supported health care institutions.

Ms. Rockhill believes that adult educators can have their greatest impact by "working toward the development of consumer intelligence," to enable laypersons to decide whether they need a service and, if so, to choose among alternative services.

To build systems of consumer competence, she proposes that continuing educators:

1. *help build new linkages among consumers, regulators and professional associations;*
2. *adapt the delivery of information to the learners' needs, learning styles, time, residence and values; and*
3. *create new rewards for institutions that develop consumer competencies.*

These tasks, she admits, are immeasurably more difficult than simply accommodating the demands of mandatory continuing education.

The issues are rooted in the problem of certification and education as the mandated means of acquiring competence. Certificates and degrees have been challenged as irrelevant to effective performance and as discriminatory toward certain groups within the population. Criticism has come from commissions, accountability-minded public groups, and even employers and professional associations. In the cross fire some recommend the elimination of certificates, others the extension of access to certificate programs to individuals, more rigorous certification criteria, including mandatory periodic renewal. Though seriously challenged on educational, technical and legal grounds, certification continues to grow, affecting ever increasing numbers of people in new and old professions.

Should there be certification? At issue is whether everyone should have the right to practice — or alternatively, whether the right to practice should be limited to those who satisfy specified requirements. Essentially, certification rests on the simple premise that the public can be protected from poor services if only those who meet designated requirements are permitted to practice. The difficulty is that while the rhetoric is one of service to the consumer, the reality is one of furthering the interests of self-serving professionals in their drive for social status and control over an occupational field. As a consequence, educational requirements have been established which cannot be demonstrated as essential to effective practice, but which serve the purpose of limiting practice within most service areas. Given the autonomy of the professionals in establishing certification standards, this was an inevitability. Although the consumer is the intended beneficiary of certification, rarely is he involved in the process of setting certification standards.

The negative consequences of certification have been well documented. In the United States, certification serves to: (1) define social class status: (2) sort and select out people for jobs or to join the ranks of the unemployed: (3) determine who will have access to knowledge: (4) increase public dependence upon the services of experts (5) perpetuate a vast educational enterprise directed at turning out certificate-holders rather than educated individuals; and (6) limit our civil liberties as we are forced to submit to certain rituals or professional services which may not be of our choosing.

True, certification has had positive effects as well. Within certain parameters, the public is assured of competence. Professionals have been encouraged to upgrade themselves. New knowledge has improved the quality of service in society. But at what price?

Today, with the trend toward mandatory study as a part of relicensure requirements, we face a

new threat: compulsory lifelong education and with it the demise of adult education as a fluid, open, voluntary field of educational endeavor. We can't have it both ways. We can't be both voluntary and compulsory because the minute we're deemed important enough, everyone else with a vested interest will do/ne what we do. As we have seen, this is already happening.

Although I have serious reservations about certification, I recognize that it's a phenomenon with which we must reckon. The question is how? As adult educators we have a choice: we can welcome increased certification requirements as the "gold rush of '76," and provide mandatory continuing education programs sought by employers and professional associations; or we can seek ways of overcoming injustices within the system by (1) developing meaningful checks upon professional control and (2) opposing mandatory continuing education?

I want to focus on the latter alternative. In considering what we might do, I will look at certification as a phenomenon within society, at its relationship to professionalization and the idea of competence within a profession, and finally at the dilemma it poses for adult educators: its violation of our basic principles, and what we might do to preserve these by working toward the development of consumer intelligence as an alternative to mandatory continuing education. Alternatives are difficult to identify. The thoughts I put forth here are preliminary. I look forward to the opportunity to explore them further as we discuss the issues today.

Before I proceed, I want to make clear that my argument is with mandatory requirements which cannot be demonstrated as essential to effective performance. I do not argue with the provision of opportunities for continued learning — or even with periodic testing, provided that the required tests can be validated as discriminating between competence and incompetence.

EDUCATION, CERTIFICATION AND LICENSURE IN THE SERVICE SOCIETY

Certification is so integral to our current way of life that it is difficult to imagine a society without some process of certifying which does not border on complete anarchy. We've built a mystique around certification and, in so doing, lost the simple truths of the past. State control of certification is a recent phenomenon. Although the first licensure laws were established in 1890 by the states of Virginia and New York for nurses, it was not until after World War II that certification came into its own. Within 30 years, certificates have become a basic organizing principle of society. *The Directory of Professional and Occupational Licensing* indicates that there are approximately 500 licenses in the U.S. with another 2,000 local permits of various kinds required.[1] Apparently, we are considered increasingly incompetent to handle more and more of our lives.

The certification boom reflects the transition from a goods-producing to a service-producing economy. Whereas in 1940, the labor force was about evenly distributed between the goods and service sectors, by 1980, it is estimated that 68% of the labor force will be employed in the service sector. Our increased dependence upon services has prompted Gartner and Reisman to label the post-industrial society as the service society.[2] Even Daniel Bell, author of the *Post-Industrial Society* notes that:

> "a post-industrial society is based on services. Hence it is a game between persons. Individuals now talk with other individuals rather than interact with machines; and this is the fundamental fact of work in the post-industrial society. If an industrial society is defined by a quantity of goods that mark a standard of living the post-industrial society is measured by the services and amenities — health, education, recreation, and the arts — which are now deemed desirable and possible for everyone."[3]

Given their growing importance in dictating our lives, I've been surprised and disappointed to discover how little is known about licensing and certification practices. Certification requirements, which are usually established by professional groups, vary across professions and have not been systematically examined. The same is true for state licensing rules which also vary for each occupational classification. Theoretically, license requirements are established by legislative act, serving "in the public interest" as a check on professionally set certification requirements. In fact, the literature points out that licensing boards are composed of professional practitioners, so there is an interlocking directorate between membership of state regulatory boards and professional associations.[4]

Except for the rare event, educators and consumers are not represented in any of the deliberations. That licensure serves to protect the consumer appears to be a myth.

Systematic study of requirements, how they're established and their consequences, appears necessary if we're to have an impact upon the process. So far the lead has *not* come from educators, but from the courts. Consumer protec-

tion rulings have been the most notable area of court activity; but none have had the potential ramifications of *Griggs vs. Duke Power Company*, a landmark decision in which the U.S. Supreme Court ruled it is illegal to use selection devices which are discriminatory in their effect unless they can be demonstrated as related to effective job performance. In the Griggs case, 13 black employees of the Duke Power Company challenged the Wonderlic Personnel Test, the Bennett Mechanical Aptitude Test and the high school diploma requirement. Adverse effects were established, and when Duke Power Company was unable to demonstrate their validity, their use was ruled illegal. Chief Justice Berger delivered the following historic opinion:

> The facts of this case demonstrate the inadequacy of broad and general testing devices as well as the infirmity of using diplomas or degrees as well as the infirmity of using diplomas or degrees as fixed measures of capability. History is filled with examples of men and women who rendered highly effective performance without the conventional badges of accomplishment in terms of certificates, diplomas or degrees. Diplomas and tests are useful servants, but Congress has mandated the common sense proposition that they are not to become the masters of reality.[5]

If pursued to its logical conclusion, the Griggs decision could revolutionize education and certification, making it incumbent upon those setting the standards to demonstrate their relationship to effective practice

One way in which certification has become the master of reality has been in its use to prevent others from practicing. Originally permissive in nature, the trend has been toward compulsory certification and licensure.[6] A further encroachment upon liberties has been in the designation of how one is to acquire the knowledge deemed essential to practice. Independent study and apprenticeship have been virtually ruled out as alternatives, and in their place, "approved" programs of study have been established and required. Our educational institutions have been established as the means through which certificates must be earned, with disastrous consequences for education, certification, and the lower socio-economic classes who for a variety of reasons, have been excluded from formal schooling beyond high school.

SCHOOLING AND CERTIFICATION

Institutional accreditation, or the approval of programs for purposes of certifying, is a third component of the certification-licensure package. Criteria for accrediting have been subject to as much criticism as certification criteria and, again, professional associations are very much involved in the process of setting standards. In part, the difficulty is that of trying to measure the quality of program outcomes, that is, their effectiveness in educating for particular competencies. Instead, the emphasis is upon structural considerations — like number of volumes in the library, faculty qualifications, numbers of courses required and hours put in. The preoccupation with structure causes program rigidity and the development of forms and requirements which may have nothing to do with effective learning; worse yet, they may be dysfunctional to learning as they deter from the pursuits of one's self-defined learning needs.

Increasingly, schooling has been substituted for certification, to the point that the two have become virtually synonomous — that is, a particular process of acquiring competencies is seen as a *necessary and sufficient* condition for deciding that those competencies have been acquired. The award of certificates for a certain amount of schooling has resulted in the fusion of certification with schooling and led to the substitution of years of schooling completed for the assessment of differences in expertise. Through accreditation, it is possible to control which institutions are recognized as legitimately educational and granted the authority to award degrees. As part of the certification process, accreditation serves to establish a monopoly over the recognized means of acquiring certificates by a limited access system of schools.

Now we are engaged in the substitution of continuing education requirements for certification. In their recent study of 14 professions, Strother and Swinford found that 41 states require continuing education in one or more of the professions studied for relicensure or continued membership in the professional association.[7] California, Kansas and Florida lead with requirements in six of the professional areas; Minnesota, Arizona and New Mexico follow with three each. The trend is snow-balling, and policies under consideration locally and nationally for all of the professions studied. No one knows how actively the 486 occupations and professions which were not studied are considering mandatory continuing education.

In all cases cited by the Strother report, the emphasis is on time put in; there are no other criteria established for quality control. Relationships were difficult to ascertain from the limited number of cases studied, but tentatively, it looks as though continuing education is more

likely to be mandated in: (1) the older professions; (2) those that are directly health-related or have legal interests; (3) those where private practice is the dominant mode; and (4) those where professional associations are the strongest. I'll resist the temptation to speculate about these and instead make a plea for further study to ascertain what interests are served by mandatory continuing education.

Because the schooling system controls access to jobs and economic reward, social reformers desirous of establishing equality of opportunity have promoted certification for all, often by advocating the elimination of standards. Seeing certificates as representing social status differentials rather than skill differentials, reformers argue either for the elimination of all certificates or for certification *en masse*. Since essential skill differentials cannot be documented, minority populations are urged to put in enough time to acquire degrees; through a misplaced sense of social justice, pressure is put on educators to award degrees and certificates indiscriminately rather than to make certain that certificates do differentiate by expertise. Thus, the standard of perserverance often replaces irrelevant and arbitrary standards.

The interdependence of certification and schooling has been promoted by the escalation of educational requirements. Along with mass certification, over-certification is a recent social phenomenon which results in the arbitrary separating out of the haves and have nots through mandating "unique competencies essential to performance." As pointed out by the HEW task force on *Work in America*, advanced and specialized degrees require more training than essential for job performance.[8] This practice is the target of the *Griggs* decision. Sometimes, the competence required is general among large numbers in the population and can be acquired without specialized training, and sometimes the requirement is superfluous to job performance. For example, continuing education counselors may be required to have advanced counseling degrees when what they really need is knowledge of community resources, to be able to listen and communicate — skills which can be acquired in many ways. A similar case might be made for other adult educators who increasingly are required to have masters degrees, doctorates, and specialized certificates.

The problem is one of level and degree of specification; that is, how much general education and then how much specialized training is essential before experiential learning can be enough to bring about effective performance? Ultimately, tasks and some skills must be learned on the job; what we don't know yet is what one must know before taking a job so that he can function well enough at a general level to pick up the necessary specialized learnings. At some point, shouldn't employers be responsible for providing learning opportunities and for assuring that effective service is provided? With regard to continuing education requirements, this becomes particularly important. To what extent can we show that formal study is more effective than experience and independent learning once a person is practicing? If we are to mandate formal study, it is incumbent upon us to prove that it's essential to the improved practice.

Rather than encourage everyone to obtain certificates, the breakup of the schooling monopoly over the means of acquiring certificates would seem a more fitting goal for reformers concerned about the social stratification effects of certification. Open admissions, provided it does not mean automatic certification, is one approach. Another is developing ways of assessing competence which are independent of the way in which it was acquired: "Non-traditional" approaches to education have urged the use of alternative assessment techniques for learning acquired through life experience. Others are urging the reform of accreditation, and new policies are being established for the accreditation of a variety of institutions for post-secondary education, including proprietary schools.[9] All of these efforts, however, fall short: While they open up access routes, they leave certification firmly in the hands of professional interest groups. One concern is that an outcome will be the bastardization of education, as educators become testers and certifiers rather than teachers. Only if certification is separated from education can the dignity of education be maintained.

As an educator, my concern is with preserving the dignity of all learning. My most basic criticism of certification is that it defines legitimate learning. Our federal policy toward education mandates that learning be degree or certificate-oriented. There is no room in educational institutions for other than purposive degree-oriented learning. Nowhere is this more clearly seen than in our preoccupation with dropouts, insistence that admissions policies be based on maximum probability of completion, and matriculation requirements. Certification serves as the base of policy in our youth-oriented degree system and reflects a value system which makes education a

public responsibility only if it contributes to economic development.[10] Adults, those who do not want or are not allowed to follow the educational lockstep, and those who want to learn for their own purposes, are not considered educationally worthy. Unless one is willing and able to formally matriculate in a degree or certificate program, access to systematic study is virtually cut off. Certification thus defines legitimate learning and who is eligible to learn. As continuing education becomes the established means of recertification, there is no reason to believe it will not suffer the same ills as the rest of education.

ADULT EDUCATION AND CONTINUING EDUCATION

Throughout its history, adult education has been the most important alternative to the formal system of schooling. This is not to say that is has not been involved with certification. On the contrary, its development paralleled the extension of certification. University extension was built on the demand for teacher education; then business, engineering and a variety of professional training needs were met. Usually, courses for initial training or professional upgrading were first offered through adult education; and, when they were established as a professional requirement, they were taken over by the formal degree granting system. Teachers colleges, junior colleges and professional schools were established to perform the systematic training once conducted under the auspices of adult education. To fill the void, adult educators designed programs to meet the needs of emerging professional groups, to provide part-time study for adults, to provide continuing education for the already certified; at the forefront of innovation, they also designed an array of avocational, cultural and general education non-credit programs.

It is not in spite of this history, but rather because of it, that I urge us to beware. My study of the history of University Extension in California taught me that the closer the offerings are to the interests of core education, the more likely that adult education will be controlled by the core. Review committees mandate the content, structure and instructor qualifications for courses, insisting that they meet core specifications. As such, we exist merely to administer the programs which the core doesn't care to handle.[11]

Today the situation is even more critical than in the past. Unless it can find a new market, the educational establishment will enter a period of decline. Adults have already been staked out as the new market, now for part-time degrees, but before long continuing education will be equally attractive, particularly if institutionalized as part of the educator's responsibility. This is likely as education becomes a requirement for recertification and is considered an extension of core education.

The assumption that once certified people are forever competent, has been a major weakness in the certification system. It assumes that all necessary knowledge can be acquired prior to entry into the labor force and that practice will not advance or change over time. One-shop certification is a logical outcome of the symbiotic relationship between certification and the schooling system; the two systems suffer from the same problems. Just as there is little interface between schooling and life, so there is little between certification and practice. Hence, until recently, continued learning has not been widely encouraged or provided for as an integral part of practice over the span of an individual's career.

Accountability interests have forced recognition of one-shot certification as contributing to professional incompetence, resulting, as we've seen, in the growth of mandatory recertification and continuing education requirements. As we jump on the bandwagon, we risk building in a massive lifelong system of compulsory schooling.[12] Recertification programs are being proposed which will perpetuate the faults of the current system; rather than developing ways of evaluating competence as it pertains to job performance, the emphasis is on attendance in continuing education programs and the accumulation of continuing education units (CEU's) for everyone, on the naive assumptions that all need the same, learn in the same way and will automatically be able to implement the information they have acquired. The knowledge explosion alone makes it impossible to mandate what bit of knowledge is the most important. Where flexibility is required to allow for the infinite varieties of professional need, we mimic the standardized approach of the certification system.

As it gains recognition as an important arena, adult education is threatened by the intrusion of the same artificial unit measures as have plagued the rest of education. The CEU symbolizes the absurdity of education in America. Unit accumulations will soon take the place of learning to acquire knowledge. True, learning endeavors will have the stamp of educational legitimacy — but is the stamp of institutional approval worth losing the legitimacy of individual purpose? It goes without saying that standardized unit requirements will make certificates easier to award,

but to what advantage if they are unrelated to the improvement of performance?

The CEU is not the only example of the increased routinization of adult education. In addition there is the move toward certification of adult educators and the accreditation of programs in order to be eligible to receive federal monies — particularly loan and benefit programs for individuals. While the federal trend away from institutional support and toward individual support is a great asset to educational experiences out of the core, it can also extend core requirements to the periphery unless new accreditation policies can be established. In adult education, we're establishing our own systems of accreditation — in the South, North Central and here in the North Western parts of the country. If you've found a way of avoiding the pitfalls of accreditation elsewhere, please share it with me.

PROFESSIONAL CONTROL

Finally, if continuing professional education becomes mandatory on a widespread basis, adult educators will be called upon to perform the dirty work of the professions, sorting out those whom they will not sort out for themselves. Adult education will become the gatekeeper for the professions, getting rid of the undesirables through admission policies, required attendance, established course requirements, and a failure system. Incredible though it sounds, this becomes more obvious when one looks at the role education has traditionally performed for the professions.

In their study of professions, many sociologists have pointed out that a very important aspect of education is socialization to professional norms. Through this process, peer loyalty is ingrained. Apparently meaningless educational requirements — such as language examinations, memorizing the bones of the human body, etc. — are extremely functional in providing the imminent possibility of failure and, through it, promoting a fellowship of suffering. In his study of professions, Wilbert Moore points to the persistent possibility of failure as an important ingredient in continuing occupational commitment. According to Moore: "Persons who get into positions of absolute security, with no need to expose themselves to risk and uncertainty, in fact become occupationally unproductive."[13] Is continuing education to perform the role of gatekeeper? If one listens to the arguments put forth in favor of mandatory continuing education, it certainly seems like it; how else are we to be a check on the competence of practitioners?

In fact it is doubtful that this will come to pass, for the professions are unlikely to let it happen. If history is any indication, professional groups have no desire to see one of their own charged with incompetence. Ethical codes can exist from here to doomsday, the research shows that professionals will not criticize a peer in front of the laity.[14] Adult educators are unlikely to do the failing if the organizations we serve don't want it done.

We are freed from the threat of a formalized failure system, but in exchange perpetuate the myth of protection, as has been true in the case of licensure. In fact, the professions continue to control themselves. Autonomy is a basic characteristic of professions. It is rooted in the notion of professional authority: that is, only professionals are competent to judge their acts, for they alone have the necessary knowledge to do so. Power derives from their knowledge; but only controlled knowledge can confer power. It is difficult to counter the mystique of professional expertise perpetuated by professionals in their own self-interest. They've fought hard to establish control over a body of knowledge, and to some extent they've succeeded, although the multiplication and overlap of professional groupings makes anyone's claim to an exclusive domain increasingly suspect.

The experience with Professional Standards Review Organizations (PSRO's) illustrates the strength of the belief in professional expertise. PSRO's were mandated by the Social Security Act of 1972 to review the case provided in health care institutions that receive reimbursement from Medicare, Medicaid, maternal and child health funds. After a long struggle for public influence, it finally appears that PSRO's will be limited to peer review procedures which include requirements for continuing education - a boon for continuing educators. But who will enforce standards?

Theoretically, a service orientation is at the heart of what it means to be a professional. The purpose of competence is conscientious performance. As such it should have two components: technical knowledge and capacity to provide quality service. In actuality, all of the emphasis has been on technical knowledge, with it providing the base for the belief in the right of the professional to exclusive domain. Certification requirements emphasize technical knowledge. Effective client service is supposedly assured through ethical codes which rarely outline criteria for performance and are enforced only in the most scandalous instances.[15]

A major weakness of the certification system is that is has overlooked effective client service as an integral component of professional competence. For the cautionary admonition of the market place, *caveat emptor*, let the buyer beware, the buyer trust.[16] We operate on the supposition of a free enterprise system when two basic conditions for such a system are violated: there is a virtual monopoly over services and consumers have no information to help them decide whether they need a service or on how to select from among services where choice is possible. It is in this area that adult educators can have their greatest impact, with effective consumer education and action programs serving as a check on the professional monopoly. Adult educators can also insist that effective client service be built into continuing education and certification programs. We can be at the forefront in designing programs for new professionals which are consumer-oriented in approach.

FUTURE POSSIBILITIES

As we look at the issue of continuing professional education, it poses serious problems for adult educators. Given the marginality of our field and dependence on the enrollment economy, it has been natural to seek a stable clientele: continuing professional education affords us this, particularly if mandatory. But at what price? Mandatory continuing education violates the basic tenets of our field: those of voluntarism, open access, learner involvement, multiple means, and meeting the needs of multiple publics. When we focus narrowly on continuing professional education, we lose sight of the larger problem — that of providing the public with the means whereby they can acquire the expertise essential for coping effectively with their problems. One way of doing this is to provide continuing professional education, another is to enable the public to acquire the information they need to evaluate services or to take care of themselves. The women's movement has given us models for the latter through consciousness-raising programs and publications in the areas of health and the law.

Providing programs for organized groups is much easier than reaching an unorganized public. It is more difficult to provide programs for the laity, or the unorganized consumers of services, than for professionals. But when we depend exclusively upon service to one organized interest, we risk the loss of professional autonomy as we become the handmaidens of other professionals. A rule of thumb is that the more organized the consumers of a professional service are, the less autonomy enjoyed by the providers of that service.[17] In considering our current dilemma, this maxim suggests that we place a premium on programming for the consumers of professional services; appealing to the lay publics can check the autonomy of other professionals while reinforcing our own.

I am suggesting that we build in a system capacity for competence within those service areas now considered the exclusive domain of professionals. The education of the intelligent consumer is one alternative to compulsory continuing education. In place of proprietary notion of consumer protection which ultimately tell us what we can and cannot do, we might work toward the development of consumer intelligence, so that we, as members of a lay public, can determine for ourselves how we want to live our lives.

Developing system competence is a problem in the dissemination and utilization of knowledge to bring about social change. In his study of innovation, Ronald Havelock outlines seven characteristics for the resource, the user, the medium and the message which can serve us as we think about the problem of designing change-oriented programs.[18] These are: linkage, structure, openness, capacity, reward, proximity, and synergy. Among others, they provoke the following questions which I hope we'll have the opportunity to discuss.

1) How can we develop linkages, not only with professional associations, but with regulatory and consumer interests as well?
2) How can we provide a structure which will be consistent with the learners' needs, learning styles and time limitations, while at the same time providing for the maintenance of quality?
3) How can we remain open to multiple, changing and even conflictive interests?
4) How can we develop individual and system capacity in such a way that the rich don't continue to get richer?
5) How can we develop programs which have geographical, structural and value proximity to the resources and learners?
6) How can we provide synergistic programs, breaking down existing monopolies and replacing them with multiple learning activities, the sum or which is greater than their individual components? (Reward, the toughest question, I've saved for last.)

7) How can we provide a reward system to develop programs for consumer intelligence — an advocacy form of programming which, if effective, is bound to develop the ire of professionals? As Milton Stern repeatedly reminds us, continuing professional education pays our bills and mandatory education will do it even better.[19] Are there any rewards in resisting the lure of mandatory continuing education?

To these, I would add two last questions:

1) How can we make continuing professional education open to public accountability?
2) How can we prevent adult education from repeating the faults and mistakes of core education?

As I see it, our mission is to break down the mystique of the professional, of continuing education, and recertification. We can start by setting standards for competence which include the client. We can educate the public to unfair practices, to their rights and to make intelligent choices. We can continue to develop alternatives to the schooling model for continuing education, and work toward developing performance-based models for assessing competence and designing learning experiences. Finally, we can continue our heritage of developing multiple measures, multiple means, multiple skills and multiple chances.

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CONTINUING EDUCATION AND LICENSURE IN THE HEALTH PROFESSIONS

Allen I. White, Dean, College of Pharmacy, Washington State University.

ABSTRACT

Allen White, Dean of Pharmacy at Washington State University, points out the trend in the health professions toward mandatory continuing education as a requirement for relicensure. He acknowledges the possible gap between knowledge and competent practice. But he suggests that professional groups such as the American Council on Pharmaceutical Education can help bridge that gap by certifying the quality of the continuing education programs themselves.

For centuries the health professions have been regulated by legislation and administrative law. The general public believes that persons with the responsibility to provide for their health must possess and exercise special qualities. Thus, licensure of health professionals has been, and still is, an important governmental function.

Practically all licensing laws for the health professions have been based on the assumption that specialized knowledge was necessary to meet minimum criteria for entrance into a profession. Further, it had been assumed that, having once acquired special knowledge, a professional would remain competent for a lifetime.

It is now generally recognized that this assumption is not valid; a professional must continually update knowledge and be recertified if the public is to be protected from incompetence. During the past decade there has been a strong movement toward the development of both legal and professional requirements to control the quality of practice over a life-time, not just at the time of entry.

The health professions received a strong push toward mandatory continuing education in 1967 from a recommendation of the National Advisory Commission on Health Manpower. It recommended that "Relicensure should be granted either upon certification of acceptable performance in continuing education programs or upon the basis of a challenge examination in the practitioner's specialty." That point of view is being widely accepted today, although many resist the mandatory feature of the recommendation.

Four broad objectives of continuing education programs for health professionals are to:

1. Maintain professional competency.
2. Improve professional skills.
3. Prepare for new professional roles.
4. Develop interprofessional cooperation for the benefit of patients and the general public.

These objectives assume that increasing levels of competence are required to assure quality performance. In fact, standards of quality *are* continually increasing. Much is made of research in the biological and medical sciences today and patients expect to reap the benefits of that research through greater professional knowledge and skill. Therefore, we must learn to deal with an expectancy for an ever increasing level of performance among health professionals.

The methods by which health professionals enter a practice generally are the same, although there are differences in detail. Three basic steps are: (1) to graduate from an accredited professional school, thereby acquiring an appropriate professional degree; (2) complete a required amount of practical training; and (3) pass an examination administered by a legally constituted board.

Examining boards usually have other legal responsibilities to control the professions for the protection and benefit of the public. In the exercise of their broader powers, the boards are now assuming the responsibility of enforcing standards for relicensure.

A basic assumption of licensing laws is that an examination testing knowledge can be translated into a standard for competency in practice. Yet it is generally recognized that knowledge in itself is no guarantee of competent practice. A measurement of performance — rather than just knowledge — is a goal sought for relicensure.

Thus, professional standards review organizations (PSROs) have been formed and are now required by the U.S. federal government to examine the quality of medical care rendered to Medicare and Medicaid patients. Peer review of professional practice is the essence of PSROs.

In addition to basic licenses granted by legally constitutied agencies, many health professionals hold specialty privileges granted by certifying boards created by professional associations. To maintain the right to practice as a specialist, the standards imposed by these specialty boards must be met and maintained. Practically all of them now require evidence of participation in continuing education programs for maintenance of specialty certification.

These developments have created a considerable demand for continuing education programs for health professionals and uniform continuing education program standards.

Recently the American Council on Phar-

maceutical Education, the accrediting agency for professional education in pharmacy has taken on the responsibility for accrediting pharmacy continuing education programs. That Council is now in the process of:

1. Developing criteria for acceptable C.E. programs, including an identification of:
   a. quality in both program planning and development;
   b. competency in sponsors and teachers;
   c. procedures to establish and maintain permanent records of all continuing education units awarded.
   d. quality in course content.
2. Recognizing agencies and institutions providing acceptable programs.
3. Developing procedures to evaluate programs and courses.

There is a great deal of interest today in continuing education as a means of maintaining competency in the health professions. It is not universally required for relicensure, but the momentum in that direction is gaining steadily. Physicians, dentists, nurses, pharmacists and many paraprofessionals are affected by this trend.

Continuing education in the health professions has become "big time" and is requiring a lot of attention in the health professional schools. There is a need to continually develop expertise not only to meet the ever-increasing demand for C.E. programs, but also to improve their quality. Your interest in helping us meet those goals is indeed welcome.

A PROPOSAL FOR RELICENSING PHYSICANS IN WASHINGTON

Kenneth C. Diehl, Administrator, Professional Licensing Division, Department of Motor Vehicles, Olympia WA 98504

ABSTRACT

Mr. Diehl, who administers the licensing of physicians in Washington, describes new state legislation authorizing the State Board of Medical Examiners to require continuing education for relicensure. The Board has developed a proposal that details the hourly requirements, and the guidelines for meeting these prerequisites. In this case, the physician vouches for continuing education and peers certify competence and moral character.

Continuing education is of vital concern to all people in the healing arts professions. This was borne out during the 1975 session of the Washington legislature. The law regulating the licensing of physicians and surgeons in the State of Washington was amended to authorize the State Board of Medical Examiners to establish regulations governing the mandatory continuing education required of physicians applying for renewal of licensure.

Responsibility for continued competence of practicing physicians has been so fragmented as to provide only limited effectiveness. Under present regulatory policies of the Professional Licensing Division for relicensure, (1) a physician could graduate from medical school and never again engage in any form of continuing education, and (2) the amount and kind of continuing education obtained is left to the conscience of each physician and, consequently, so is the level of performance and competence.

Since World War II, medical information has developed so rapidly that the most conscientious physician is bewildered. This deluge makes the half-life of a physician's medical knowledge roughly five to seven years. Therefore, the State Board of Medical Examiners felt compelled to promote, via legislation, a requirement for a minimal number of hours of continuing education for relicensure.

After several years of discussion, disagreement, and compromise, the Board has recommended a proposal: To be relicensed as a physician in the State of Washington, one must accumulate at least 50 hours of continuing medical education annually; these hours must be obtained in at least three of the following categories:

(1) continuing medical education activities with accredited sponsorship.

(2) continuing medical education activities with nonaccredited sponsorship.

(3) teaching medical physicians or others in the allied health services.

(4) reading books, papers, publications, exhibits.

(5) nonsupervised: self-assessment; self-instruction; specialty board examination preparation; quality care and/or utilization review.

The Board proposed a limit of 20 hours in any one of the five categories. These categories will be further developed in language accepted by the American Medical Association.

In lieu of the hourly requirements, physicians may substitute (1) a current A.M.A. meritorious learning award, (2) specialty board certification, or (3) programs of other organizations as they are developed, reviewed and accepted by the State Board of Medical Examiners.

This program can be promulgated only through the Administrative Procedures Act of the State of Washington. The Act requires a public hearing on the proposed new rules and regulations.

The timing of this continuing medical education program is a key to implementation. Assuming that the new rules and regulations are approved and promulgated, the Professional Licensing Division must change its present administrative procedures. It must shift from the renewal cycle of once a year as of July 1, to a staggered renewal system based on the applicant's birth date. This is the only system compatible with a continuing education program. The administrative workload must be spread over twelve months. Therefore, our development program is as follows:

(1) Convert to staggered renewal of relicensure as soon as possible.

(2) Notify all of those licensed to practice medicine in the State of Washington, including those practicing in other states, of the new system.

To receive credit for the hours obtained, the physician must sign a certificate attesting to his continuing education program, and send it to the Professional Licensing Division. In addition, the renewal of the practicing physician's license will be contingent upon the acceptability of his performance by no less than two peers who, by consultations, coverage, or similar mutual involvement with identical patient problems, will certify to the competency and moral character of that physician. This certificate must also be received by the Professional Licensing Division prior to relicensure.

The proposed rules and regulations for the continuing medical education program in the State of Washington will be presented at a public hearing on April 23, 1976 and, therefore, are subject to change.

In closing, I wish to say that the program described is only a suggested approach. On the surface it looks workable. But, in no way, have we engineered the complete package.

Finally, I wish to quote from George Martin, a noted medical educator: "Sporadic involvement in any kind of educational process is fraught with a decay curve of that knowledge that is directly related to its use." I say that any kind of educational program must be continuous.

ACCREDITATION PROCESS IN HIGHER EDUCATION

Shirley B. Gordon

Member of the Commission on Higher Schools, Northwest Association of Schools and Colleges and Vice President, Highline Community College, Midway, Washington

ABSTRACT

Dr. Gordon speaks of the voluntary effort among higher schools to help each other maintain quality education. The institutional accreditation process utilizes a team of colleagues help the institution access its educational program in relationship to its stated purposes. It is important to the consumer as it assures "truth in advertising."

In the United States, the accreditation of colleges and secondary schools is essentially a voluntary, self-administered process. I think that is one of the principal reasons that our country has a very different approach from that existing in Europe as described by our moderator, Jindra Kulich.

The Northwest Association and the Western Association are the only two accrediting groups with which I have had personal experience, so I will draw from that experience.

The purposes of accredition are varied: purposes for the institution, for the Association, for higher education, and for you and me as members of the public. The institution's purposes for seeking accreditation can be summed up quickly: first, to foster excellence in the kind of education which the institution offers; and second, to provide assistance to other colleges in understanding what its nature as a particular institution is. This holds true for all institutions — whether public or private, general or specialized, high cost or low, and of whatever organizational structure the institution might be. Accreditation as a process focuses the attention of any given institution on its own particular objectives and purposes. It's helpful for an institution to stand back away from itself at least far enough to see the "big picture," to see what it's supposed to be doing and to be sure its actions are directed toward those ends.

All of higher education profits from the process of accreditation, and I look at "continuing education" as unquestionably being a part of the higher education system in America. I view higher education as continuing education. I think the continuing aspect is all encompassing. I don't know how high "higher" is or what it is "higher" than, but I know what "continuing" means and I think I know who the adults are who are often associated with "continuing education." The process of accreditation allows all of us to look at the similarities and the differences among insituations and then to measure them against what each individual institution says it is and is doing.

For the public, accreditation assures "truth in advertising". It tells the customer, the taxpayer, the tuition payer, and the student what the particular institution is. It not only tells the public what the institution is, but it also gives assurance that the expectation of the continued operation of the instution is good because it has a solid base, a well-designed program, and the resources necessary to carry out the program.

The processes of accreditation fall into two categories — those involving the institution and those related to the functions of the Assocation. First, the institution is called upon to clearly identify its objectives and then assess the manner, extent, and quality of its fulfillment of them. The process requires the institution to look at itself critically in order to see how well it's doing its job. The process is generally the same for all institutions whether they are community colleges, specialized liberal arts colleges, continuing education centers, graduate schools, or private religious institutions. Our system allows for a great variety of institutions and encourages each to be different from others.

The second group of processes, those relating to the Association, involve reviewing each institution's self-study, sending a visitation team to the institution to assess how well the institution is meeting its objectives. The visitation team is a group of colleagues from member institutions; their services are performed without compensation.

Accreditation is the best approach yet used to assure quality education. Preparing for the visitation requires some scurrying around not unlike getting the house ready for company. The company is the team which looks at the whole operation from an outsider's point of view. The process is unique and successful. It requires much work on the part of participants yet continues to be an effective, voluntary, self-evaluation process.

THE NEED FOR CONTINUING EDUCATION AND SKILL UPGRADING IN THE ELECTRICAL TRADES

Mel Hitchcock - Training Director, Southwest Washington Electrical Joint Apprenticeship & Training Committee, Labor Center, Tacoma, WA 98402

ABSTRACT

Mr. Hitchcock, a training director in the electrical trades, believes that his industry is responsible to set workmanship standards. In order to provide workers who meet those standards, the electrical industry has designed a three-step program: 1) select applicants who meet general education requirements, 2) supervise four years of apprenticeship training, and 3) provide extension courses, in part, to help apprentices complete the National Electrical Course. Mr. Hitchcock asks "why should the state license our tradesmen?" He sees some reasons for and against the practice.

We believe that the qualified journeyman today will probably be tomorrow's unemployed electrician unless he keeps up with the trade by improving both his skill and knowledge.

Three groups in electrical construction are: (1) the electrical contractors, represented by the National Electrical Contractors Association, (2) the Journeymen, represented by the International Brotherhood of Electrical Workers, and (3) the public who need the electrical installations to fulfill their requirements.

The contractor needs the skilled workmen to properly install the complex electrical systems so that the public can be assured that their homes, businesses and recreation areas are safe from possible fire or death caused by a form of energy which, uncontrolled, could destroy our world.

For many years our industry has maintained a high standard of skill and knowledge as a requirement for journeyman status. Our journeyman training program includes three steps: first, the selection of applicants who meet standards for general minimum education; second, a rigid four-year apprenticeship program to learn job skills under the supervision of a skilled tradesman, and third, satisfactory completion of the National Electrical Course, in itself, a standard for the industry. The material in the National Electrical Course is updated annually through feedback to the National Joint Apprenticeship and Training Committee from every segment of the industry.

The journeyman can keep up on his own or rely on someone with the necessary teaching skills, materials and experience. For this reason, trade extension courses are supplied by the National Joint Apprenticeship and Training Committee; classes are held regularly to assure accurate instruction.

We meet the current trend toward licensing of tradesmen with mixed emotions. For at least 50 years, our industry has been licensing its own people by requiring proof of skill and knowledge for employment. Why should we pay the state an annual fee for practicing our trade?

On the other hand, the proliferation of people with very little skill and knowledge has had a negative effect on the integrity of our trade. However, we are willing to help pay the costs in hope that the public will not have to suffer the loss of life and property because of poor workmanship and ignorance.

Our combined challenge is for everyone working in the trade to learn enough about their work so that legislated requirements will be unnecessary. In a constantly changing world and industry, education is a necessity for survival. Without continuous upgrading of knowledge, and a true desire to improve oneself throughout a career, today's achievements will be tomorrow's memory. Too many people have devoted their lives to advance the skilled trades to allow that to happen. The opportunity for even further improvement is available through the constant striving of today's, and tomorrow's, tradesmen.

THE CONFERENCE THEME: Questions, Answers and Reflections

Philip E. Moir
Program Director of Education Extension
University of British Columbia

The Assignment:

The following episode is a review of the experience of a "typical conference participant". The setting is the concluding plenary session which addressed the themes "Searching for Answers" and "Summarizing the Issue". On stage are the chairman, the four panelists of the session on "Current Practices and Procedures" and the two keynote speakers who had presented "Two Points of View".

Years of conferencing have conditioned this participant to take notes for at least two reasons: to store up an arsenal of quotes for group discussion sessions, and to stay awake. Little did he know that his slightly more than casual scribbling would result in an invitation to compose a brief paper on "questions raised, answers given, questions not raised, and personal reflections".

A tedious listing of the questions posed by the eight group reporters must be avoided at all cost. Consequently, your participant has decided to represent here a selection of seven main questions asked by the groups, with brief comments on his understanding of the panelists' responses. The questions are broad and necessarily simplistic. Apart from synthesizing several similar questions, your participant felt it would be inappropriate to do much tinkering. If some questions appear not to be too well phrased it could be that that is the matter in which they were presented. If the answers seem incomplete or off the target then that could be due to the nature of the reply or to the inability of your participant to fully appreciate the responses.

One point more. It is a relatively simple task to review one's notes of conference presentations and then point out areas that were not questioned or appear to have been glossed over. It should be kept in mind that the reflections have the benefit of hind sight and that the questions, answers and reflections are subject to the influence of inevitable bias.

The Questions and Answers:

Can quality be guaranteed by means of licensure?

The consensus of the respondents appeared to be *no*. For example, a given continuing education unit (C.E.U.) is only as good as the input and the measurable outcome in terms of the learning goal.

We may conclude that if a particular course is based on reasonable institutional guidelines or standards, minimum quality is assured, but there is no provision for the evaluation of individuals who receive the continuing education units.

According to Stern, relicensure is a "benediction", but tells us nothing about individual performance.

Why are degrees and certificates of competency issued?

They are an indicator of achieved standards set by governments and professional boards. Minimal competency is determined by examinations based on set courses of study.

The certificate or degree affirms the acquisition of knowledge and skills and potential occupational competence. Performance, though, can only be assessed by monitoring the field work of the student or client. Logically, then, experience should be a component of basic qualification, and recertification should be evaluated on the basis of behavior change and output and impact.

Who is the best judge of competency?

Those with a vested interest in the learning process - students, teachers, trainers and employers must all participate in the evaluation of achievement.

Interests in competency are pluralistic as indicated by the several constituencies involved. Recertification evaluation procedures for judgement must be collegial and contractual.

Stern pointed out that we have moved far from the classical and medieval university concepts where student power was integral.

Rockhill noted that we must move toward competency-based renewal or recertification processes.

What are to be our standards with respect to technical knowledge and deliverability?

Reflection: The standards issue was mentioned several times in the presentations and the question and answer period; however, the responses to this particular process-oriented question, while interesting, failed to address the point. Two of the panelists' remarks are reported in the next two brief paragraphs.

Consumer needs should be assessed, for example, by the interview process. Issues need to be talked through, problems identified, barriers considered, satisfactory goals identified and existing resources assessed. Before adult educators

can solve other people's problems they must develop effective strategies to solve their own.

Reflection: This interesting question ought to have lead to more penetrating discussion. One possible response would be to employ an open systems context in emphasizing standards for programmatic responses — the selection of criteria with respect to learner needs and the formulation of goals and objectives, the design of suitable programmes based on sound principles of adult learning, the formulation of efficient delivery systems, and the formulation of monitoring and evaluating procedures.

What and how do we teach to improve competency?

First we need to establish our mandate to do the instructional job that needs to be done. We must assert ourselves and wrest a significant part of the action — display a "maverick spirit" in Stern's words. We must not be "an answering service for academia".

Reflection: Again the respondents made several interesting remarks, one of which is noted above, but their comments were not really valid in terms of the question. Given the broad and difficult nature of this question, and the brief time available for response, it is hardly surprising that the panelists did not get into the issues of content and methodology in relation to upgrading knowledge and skills. It did strike this participant, in retrospect, that the respondents might have focused on the word "competence" and then worked back to the "hows" and "whats". The latter implies content and subject, and there are an endless number of these. The former implies approaches to instruction and learning and delivery systems, another open-ended question.

Is certification a means of limiting entry into professions and trades?

Perhaps recertification is not necessary, perhaps it is a roadblock to effective service. It may be argued that the user wants economical performance and is not interested in certification. On the other hand, certification is a means to insure improvement of basic worker skills for employment and consumer satisfaction.

There is no question about it, trades and professions need to recertify in order to preserve, protect and defend both worker and consumer. Professions and trades take on a guild complex and exclude others when they control their intake of candidates. Consumers, through their elected representatives and voluntary agencies must watch this closed-shop process in terms of its impact on the society and economy.

Adult educators, in the past, have been guilty of exclusiveness. This attitude to some extent has lead to a form of paranoia and depression as others (often with Ph.D.'s in other fields) have moved in to take over and control continuing education and recertification in the professions.

What are the implications of certification on affirmative action?

Reflection: Apart from a general call for adult educators to "get involved" the final question posed drew no significant response from the panelists. In fact, in the experience of this participant, over the course of the plenary presentations and in the small groups, very little mention was made of the important area of affirmative action. And there are definitely a number of critical implications with respect to relicensure.

Rockhill came the closest to linking adult education and affirmative action in her appeal for consumer education and critique of elitist and closed-shop tendencies in the professions and trades. She pointed out that one possible result of rigid certification requirements is the exclusion of minority groups and women by means of arguments and policies ostensibly designed to insure standards maintenance.

It is a fact that there are currently only 27 native Indian teachers in the classrooms of British Columbia and that 50,000 native Indian children attend publicly financed schools. Should we devise alternative programmes to move capable native Indian people into classrooms immediately and continue their education on a recurrent basis? Or should we treat native Indian teacher applicants like everybody else, and require that they complete a four or five year programme before being certified and permitted to undertake teaching duties in their communities? Do we respond to a social need or place standards above all else?

Questions not asked, or posed but not answered:

The following points and questions were either not asked or introduced in the presentations but not addressed in the question and answer sessions. They may well have been discussed in the small group and informal meetings.

— The subject of "institutional relicensure" was not picked up and developed. It may be said to have significance in terms of the standards issue and the debate over C.E.U.'s.
— The suggestion that continuing educators in the professions apparently know little about

adult education was not pursued in the plenary question and answer session.

- A crucial question is what *we* as adult educators can do to reduce the possibility of the emergence of a huge and unwieldy accrediting bureaucracy.
- What will be the social cost of too much pluralism and excessive competition for the continuing education dollar among colleges, universities, and other programming agencies?
- What are the implications of the widespread use of the continuing education unit in adult education? Will the C.E.U. become the stamp of approval?
- Whose interests are served by mandatory recertification?
- As Stern noted, if adult educators have been forced into an administrator-only function, who is to blame and what factors are at work in this process?
- The consumer intelligence factor, introduced by Rockhill as a means of checking the power of professions and trades, did not get to the floor in the form of a question.

Reflections:

The Conference did not address the relationship between pre-service and post-qualification or post-degree continuing education. Continuing educators in the professions and trades focus on the latter to the virtual exclusion of the former. Therein lies two key problems: (1) motivating pre-service students or apprentices toward an awareness of the need to continue their education beyond basic training; and (2) the problem of moving institutions into consciously linking pre-service with continuing education, and to increasing committments for recurrent education programmes as a service to workers and professionals. Adult educators need to become more concerned with the transition period from student-intraining to new journeyman or professional, in the context of the lifelong education continuum.

Rockhill stressed the problems associated with the "closed shop" mentality and the attendant unwillingness to be accountable to society. But the matter was not pointedly addressed in the question and answer session. Would anyone disagree that accountability is a social and ethical responsibility of a trade or profession? Would anyone disagree that public bodies should have a part to play in standards control? If trades and professions do not themselves provide clear evidence of accountability, should we not expect that control will occur through government legislation? Hitchcock granted that government intervention is necessary to protect consumers, but responsible trades will insure that such intervention is kept to a minimum by policing their own ranks and providing opportunities for skill improvement.

NOTES

A RELATED CONFERENCE

"Mandatory Continuing Education: Prospects and Dilemmas for Professionals" was conducted February 26th and 27th, 1976 in Chicago by the Office of Continuing Education and Public Service of University of Illinois at Urbana-Champaign. For more information about this significant Midwest conference, you may contact:

Donald E. Moore, Jr.
Area Health Education System
302 East John Street, Suite 1706
Champaign, Illinois 61820

Proceedings will be available in May, 1976, for $10.00. Please contact Don Moore to reserve a copy.

Speakers at the conference included Robert C. Derbyshire, Executive Secretary of the New Mexico Medical Examining Board; William H. Selden, Consultant in Higher Education and Health Professions; Cyril O. Houle, Professor of Education, University of Chicago; and Alan B. Knox, Associate Vice Chancellor for Academic Affairs, University of Illinois at Urbana/Champaign.

ACCREDITATION OF CONTINUING EDUCATION

The Continuing Education Council was incorporated in 1974 to identify high quality in continuing education programs and to vouch for it.

The Council defines continuing education to include "further development of human abilities after entrance into adulthood."

Any organization that has offered continuing education courses for at least two years may apply for accreditation.

The accreditation process includes five steps: application, analytic self-evaluation, on-site examination by a seven-member Accrediting Commission, decision and possible listing.

For more information, you may contact Homer Kempfer, Executive Director, Continuing Education Council, 6 North Sixth St., Richmond, VA 23219, (804) 648-6742

RELATED STUDY

The American Council on Education, with support from the Carnegie Corporation of New York, has undertaken a two-year study to define a unified system of credit and credentials.

The ACE Task Force on Educational Credit and Credentials will (1) develop a philosophy and theory for credit and credentials and (2) formulate practical definitions that ACE will recommend. The work will apply to baccalaureate and associate degrees in arts and sciences and also to vocational-technical studies.

The Task Force expects to de-emphasize time input and, instead, stress learning outcomes. Its recommendations will relate also to crediting experiential learning.

Among the Task Force members are Cyril Houle, Professor of Education, University of Chicago, and Kenneth E. Young, President, Council on Post-secondary Accreditation.

For further information, you may contact Jerry W. Miller, Director, Office on Educational Credit, American Council on Education, One Dupont Circle, Washington D.C. 20036. (The Office on Educational Credit, formerly the Commission on Accreditation of Service Experiences, has assumed the CASE functions of administering the GED Testing Program and of evaluating formal military training programs.)

BIBLIOGRAPHY CERTIFICATION, CREDENTIALING, LICENSING AND THE RENEWAL PROCESS

This bibliography has been developed for this Conference on "Issues for a New Decade," sponsored by NWAEA and WCEA. The staff of the ERIC Clearinghouse in Career Education produced this bibliography, which reflects the needs of this Conference and a larger audience of adult educators. Like others in the Series, this bibliography is the result of computer search of *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE). The items generated were subjected to examination. Those which appeared to have general applicability or utility were selected for inclusion in the bibliography. However, document selection is founded upon examination of only the title, descriptors, and abstract. Users searching for more specifically relevant documents might do well to conduct an ERIC search geared precisely to the subject at hand.

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John A. Niemi
Professor and Associate Director
ERIC Clearinghouse in Career Education

DeKalb, Illinois
February, 1976

1 / ED 032 466

Frasher, Richard Dempsey

AN APPRAISAL OF THE STATUS AND FUTURE OF THE CONTINUING EDUCATON (NON-CREDIT) FOR ENGINEERS IN THE UNITED STATES

Ohio State University, Columbus 1969 82p; M.A. Thesis.

*Discriptors, Attendance, Business, *Educational Needs, Educational Responsibility, *Engineers, *Evaluation, Federal Government, Industry, Masters Theses, *Noncredit Courses, Obsolescence, Professional Associations, *Professional Continuing Education, Universities*

The current status of noncredit continuing engineering education is described and criticized to facilitate the planning of future activity in this field. First, in a review of the background and current nature of continuing education in general, it is shown that rapid technological change makes periodic continuing education imperative for engineers. Pertinent findings of the joint advisory committee on continuing engineering studies, and its recommendations for future action by universities, industry, technical societies, and the federal government, are cited. In addition, continuing education in the fields of commerce and medicine is briefly reviewed and assessed. It is concluded that future emphasis should be directed toward organization and program development at a local rather than national level, under the direction of local planning groups. Ultimate responsibility should rest with the engineering societies. (Author/LY)

2 / ED 040 295

NATIONALLY RECOGNIZED ACCREDITING AGENCIES AND ASSOCIATION CRITERIA AND PROCEDURES FOR LISTING BY THE U.S. COMMISSIONER OF EDUCATION AND CURRENT LIST

Office of Education (DHEW), Washington, DC. Bureau of Higher Education 1970 13p

*Descriptors Academic Standards, *Accreditation (Institutions), Colleges, *Criteria, Health Occupations Education, *Professional Association, Secondary Schools, State Standards, Universities*

Accreditation in the United States is a unique device of voluntary, nongovernmental, peer evaluation for the certification of institutional and program quality in education. The functions, procedures, and types of accreditation, the role of the U.S. Office of Education, and the National Commission on Accrediting are briefly described. Detailed information is given concerning procedures and criteria for recognizing bodies as nationally recognized accrediting agencies and associations. A list of 41 accrediting agencies and associations is included, and 13 agencies and associations are identified for their preaccreditation authority. To facilitate determination of eligibility for federal assistance, specific criteria for recognition and a list of accrediting associations for nurse education programs are included. (CH)

3 / ED 049 398

Ohliger, John; McCarthy, Colleen

LIFELONG LEARNING OR LIFELONG SCHOOLING? A TENTATIVE VIEW OF THE IDEAS OF IVAN ILLICH WITH A QUOTATIONAL BIBLIOGRAPHY

Syracuse University, New York, ERIC Clearinghouse on Adult Education; Syracuse University, New York, Publications Program in Continuing Education

*Descriptors *Adult Education, *Adult Educators, Annotated Bibliographies, *Continuous Learning, Developing Nations, Educational Innovation, *Educational Philosophy, Educational Problems, Literacy Education, Opinions, Organizations (Groups)*

Identifier Center for Intercultural Documentation, Freire (Paulo); Illich (Ivan)

Recent writings on the life and thought of Ivan Illich are summarized in this paper. Attention is focused on his missionary training activities, his subsequent involvement with the center for intercultural documentation in Cuernavaca, Mexico, and the influence of a Brazilian adult educator, Paulo Freire, on Illich's social and educational thinking. Finally, Illich's own views on public education and the learning process are set forth. He calls for the abolition of compulsory schooling in view of what he considers the idolatrous worship of formal education and certification, and the institutional failures of education, around the world. Illich also urges that the drift of adult education toward institutional status be reversed to help make way for informal educational networks based on mutual inquiry and on lifelong access to educational opportunities on one's own choosing. Included are 157 references. (LY)

4 / ED 067 467

Terry, David R.; and others

COMPETENCIES FOR TEACHERS; VOCATIONAL EDUCATION SHOWS THE WAY

Illinois University, Urbana, IL Bureau of Educational Research Jun 72 220p

Sponsoring Agency Illinois State Office of the Superintendent of Public Instruction, Springfield; National Center for Improvement of Educational Systems (DHEW/OE), Washington, DC

*Descriptors Ability Identification, Career Education, Concept Formation, *Conference Reports, Educational Needs, Educational Philosophy, *Performance Criteria, *Professional Training, Questionnaires, Teacher Certification, Teacher Education, *Teacher Educator Education, Vocational Development, *Vocational Education*

This report, which grew out of the Second Illinois Vocational Teachers Competencies Conference, presents the findings of the first two conferences for teacher educators and administrators in vocational education and is intended to serve as a means of motivating continued development of a philosophy toward (1) competency-based teacher education programs, (2) curriculum development based on the current needs of vocational teachers, and (3) policy and legislation regarding teacher education and credentialing. Despite problems in defining teaching competencies and agreeing on appropriate levels of competency for different teaching roles, teacher education curricula must provide the teacher with basic competencies both for current and future educational needs. Vocational educators also have difficulty in determining the relative importance of the potential competencies. Performance criteria in teacher certification and teacher education stress accountability, yet do not constitute a sufficient basis for achieving role expectations and teaching skills. Sixty usable survey instruments returned by conference participants ranked competencies and where to obtain them. Results of the questionnaire are given in the extensive appendixes, which include eight speeches and summary reports from the conference. (AG)

5 / ED 069 937

Dubin, Samuel S.

OBSOLESCENCE OR LIFELONG EDUCATION: A CHOICE FOR THE PROFESSIONAL

The Pennsylvania State University, University Park, PA 16802 1972 35p; For publication in the American Psychologist, May 72

*Descriptors Adult Counseling, *Adult Learning, Bibliographies, *Continuous Learning, Educational Technology, Evaluation Needs, External Degree Programs, *Human Services, Leadership Training, Motivation, *Professional Continuing Education, Professional Personnel, *Psychological Services, Psychologists, Research Needs, Residential Programs, Self Evaluation, Skill Obsolescence, Technical Reports*

Life-long education, in which the learning process is continuous and unbroken, for the professional is discussed from the standpoint of obsolescence, its symptoms and causes, and present efforts to cope with it. The concept of half-life is used to describe a professional's competence, and it is stated that the two factors that are most prominent in hastening professional obsolescence are the rate of change and the addition of new data and knowledge. Two examples of coping with teacher obsolescence, in Japan and Great Britain, are briefly described. It is believed that psychologists possess specific skills by which they can contribute to continuing education and, at the same time, they may benefit by new employment opportunities in this field. These skills relate to: motivation, adult learning, measuring and assessing professional competence, the development and use of educational technology, counseling adults (mid-career change and interpersonal competence, external degree programs, and post-graduate residential programs for professionals), research in continuing education (learning, adult development, communications, and organizational behavior), innovative human service programs, group behavior and laboratory practice in group leadership, individual behavior, the psychology of learning, and learning theory. Four major national priorities for continuing education to which psychologists can make significant contributions are: program planning, leadership development, research development and high-priority items (child development, disadvantaged minorities, urban development, population explosion, alcohol and drug abuse, delinquency, violence, improved delivery of human services, and worker training). (DB)

6 / ED 069 965

Stern, Milton R.

A VIEW FROM THE FIFTEENTH CENTURY

30 Nov 72 9p; Paper presented at NUEA Joint Regional Conference, San Francisco, CA, 30 Nov 72

Descriptors **Adult Education, *Continuous Learning, Credic Courses, Cultural Education, *Educational History, European History, *Extension Education, Higher Education, Noncredit Courses, Professional Continuing Education, Social Factors, Speeches, Universities, *University Extension*

Identifier Eleventh Century, Fifteenth Century, Renaissance, Twelfth Century

The future and past of adult continuing education are discussed. Four predictions are made concerning the future ofextension in the University: (1) within the next 20 years or so, the turning over to the established units of the University the part-time credit, extended University, open University activity; (2) the expanded development of continuing professional education as a major line of extension work; (3) an expanded development of general cultural education; and (4) the development of compulsory adult education. The present day is said to be a time of change similar to that which prevailed in the Renaissance, in the 15th and early 16th Century. The heritage of the University is described by quotations from Thomas More's "Utopia," by descriptions of University life in the 15th Century, and by descriptions of 11th and 12th Century cathedral schools and cloisters of Italy. These descriptions point up the fact that at its beginning, the University was primarily an action program in adult and continuing education, the first students being mature people in search of knowledge to develop solutions to social problems. The next dimension in Universities is seen as the development of post-professional, post-degree continuing education for mature men and women, with roots that go back to the beginning of Universities. (DB)

7 / ED 079 572

Ohliger, John, Comp.; Rosenberg, Joel, Comp.

COMPULSORY ADULT EDUCATION

Ohio State University, Columbus College of Education Jan73 41 p

Descriptors **Adult Education, *Annotated Bibliographies, Career Education, Continuous Learning, *Educational Theories, Health Occupations Education, *Professional Continuing Education, *Seminars, Socialization*

A preliminary bibliography for a seminar on compulsory adult education is presented. A total of 231 annotated entries are given. Entries are divided into four categories: (1) compulsory adult education in general; (2) concepts significant to adult education, including lifelong education, permanent education, the educative society, the knowledge society, the learning society, career education, recurrent education and socialization, and the deschooling views of illich and his colleagues; (3) compulsory adult education for professionals (not confined to the health professionals); and (4) compulsory adult education in the health professions. (CK)

8 / ED 083 159

Menges, Robert J.

ASSESSING READINESS FOR PROFESSIONAL PRACTICE. OCCASIONAL PAPER NUMBER ONE

Northwesern University, Evanston, UL Center for the Teaching Professions Jul73 67p

Sponsoring Agency American Association of Theological Schools, Dayton, OH

Descriptors **Certification, *Credentials, *Professional Education, *Professional Occupations, Professional Personnel, *Standards, Teachers*

This report asks what are the characteristics a person should possess before being admitted to practice as a professional, how and by whom are those characteristics identified, and how are they measured. It identifies and selects certain criteria common to all professionals; then it details various aspects involved in assessment and certification. Some of these aspects are personality, knowledge and ability to apply subject matter, and job performance. A list of resource journals and major associations and agencies contacted and a description of procedures are appended. (JB)

9 / ED 083 177

Pitman, John C.

COMPETENCY-BASED CERTIFICATION: WHAT ARE THE KEY ISSUES? NEPTE WORKING PAPER #6

New England Center for Continuing Education, Durham, NH Jun73 26p

*Descriptors *Certification, *Educational Programs, *Performance Based Teacher Education, *Teacher Education, *Teacher Qualifications*

This paper is a brief overview of competency-based teacher education (CBTE) and competency-based certification (CBC). The notion of requiring teachers to demonstrate certain skills is examined in the light of questions on its long-range validity and utility. The author cautions against overreliance on CBTE and CBC due to a number of these unresolved questions. One of the key issues treated in the paper is the relationship between certification and the possible measurable specificity of behavior. (CL)

10 / ED 087 974

Sweeney, Thomas J.; Vogel, Fred J.

CERTIFICATION AND LICENSURE

73 21p

*Descriptors Certification, *Counselor Certification, *Counselor Evaluation, *Counselor Qualifications, *Counselor Training, Professional Associations, Professional Recognition, Speeches, *Standards*

This speech points to the advantages and importance of certification and licensure of counselors. It includes a general discussion of certification, certification requirements, and projections for the future in terms of counselor training. Also included is a background discussion on licensure and its implications, especially in relation to counselor accountability, as well as suggestions for the future in terms of licensure. (LKP)

11 / ED 090 433

PROFESSIONAL ACKNOWLEDGEMENT FOR CONTINUING EDUCATION (PACE): GENERAL INFORMATION FORMS

American Society for Medical Technology, Bellaire, TX Jan74 20p; *ASMT News*, v9, n6, p1

*Descriptors *Academic Records, *Adult Education, *Credits, Health Occupations Education, *Medical Technologists, Noncredit Courses*

Identifiers CEU, *Continuing Education Unit, Individual Education Units, Medical Technology

To provide a central, permanent file of continuing education credits for persons in the field of medical technology, the professional acknowledgement for continuing education (PACE) program was established by the American Society for Medical Technology. Three different types of units will be recorded: College/University Credits, Continuing Education Units (CEU), and Individual Education Units (IEU). The organization, purpose, and procedures of the program are explained in the Newsletter article, an information sheet for program participants, and a question and answer sheet which are part of the collection. Also included are: a copy of a letter to a program enrollee, a sample enrollment application, and a sample program approval request form for continuing education programs seeking to grant CEU. An additional five pages outline application guidelines and instructions. (AG)

12 / ED 090 445

AN INTERIM STATEMENT ON CONTINUING EDUCATION IN NURSING

American Nurses' Association, New York NY Sep72 19p

*Descriptors *Adult Education, Credits, *Guidelines, *Medical Education, Noncredit Courses, *Nurses, Nursing, Professional Associations, Responsibility*

Identifier CEU, *Continuing Education Unit

The American Nurses' Association endorses the concept of continuing education for all registered nurses as one of the means by which nurses can maintain competence and meet the standards of practice developed by the profession. In nursing, continuing education consists of systematic learning experiences designed to enlarge the knowledge and skills of nurses. Responsibilities of the association, the individual, the faculty, and the employing agencies in continuing education are differentiated. Program guidelines are enumerated, and the status of the Continuing Education Unit (CEU) in nursing programs are reviewed. An explanation of the national task force recommendations for the mechanics and record keeping of the CEU is outlined. The interim statement and the requirements of administering the CEU as detailed by the national task force will provide state nurses' associations and state boards of nursing with guidelines in adding dimensions to quality continuing education and promoting the use of the CEU (AG)

13 / ED 090 446

STANDARDS FOR CONTINUING EDUCATION IN NURSING

American Nurses' Association, New York, NY 74 12p

*Descriptors *Adult Education, Credits, Glossaries, Leadership Responsibility, Medical Education, Noncredit Courses, *Nurses, Nursing, *Professional Association, *Standards*

Identifier CEU, *Continuing Education Unit

The quality of health care depends to a large degree on the knowledge, skills, and attitudes of practicing nurses. Continuing education is one way nurses can maintain competence and meet the standards of their profession. Continuing education in nursing consists of planned learning experience beyond a basic nursing educational program. Providers of continuing education programs might collaborate with other health professionals, nursing personnel, community agencies, and consumers of health care services in the development of continuing education offerings. The American Nurses' Association (ANA), the individual nurse, the faculty, and the employers all have an area of responsibility in continuing education. The ANA has enumerated standards regarding the program, resources, and evaluation of nursing continuing education. The Continuing Education Unit (CEU) is recognized as a means for recognizing participation in non-academic credit educational offerings on a systematic basis. It should be used in that context only in a nursing continuing education recognition program. A 3-page glossary is included. (AG)

14 / ED 090 447

CONTINUING EDUCATION GUIDELINES FOR STATE NURSES' ASSOCIATIONS

American Nurses' Association, New York NY 74 12p

*Descriptors Adult Education, *Adult Education Programs, Credits, *Guidelines, *Leadership Responsibility, Medical Education, Noncredit Courses, *Nurses, Nursing, *Professional Associations, Program Development*

Identifier CEU, *Continuing Education Unit

The guidelines are divided into two parts. Part 1 lists four principles and explains the rationale for the American Nurses' Association (ANA) position regarding continuing education. It enumerates nine responsibilities of the ANA for continuing education and itemizes the five responsibilities of the State Nurses' Association (SNA). Part 2 presents a 1-page discussion of the rationale for compatibility of SNA continuing programs with ANA and allied health groups. The section also provides guidelines for the development of Continuing Education Recognition Programs (CERP) to establish consistency within systems for nurses' continuing education activities. The pamphlet concludes with definitions of four terms: Inservice Education/Staff Development, Continuing Education Unit, Certification, and CERP. (AG)

15 / ED 091 607

CONTINUING EDUCATION PROGRAMS IN NURSING. TWO DOCUMENTS: THE FLORIDA NURSES ASSOCIATION LANDMARK STATEMENT AND MARYLAND PRACTICAL NURSES ASSOCIATION CONTINUING EDUCATION PROGRAM

Florida Nurses Association, Orlando; Maryland Licensed Practical Nurses Association, Baltimore 73 7p

*Descriptors Academic Records, Adult Education, Certification, Credits, *Educational Certificates, *Educational Objectives, Noncredit Courses, *Nursing, *Professional Continuing Education, Program Descriptions, Recordkeeping, Standards*

Identifier *Continuing Education Unit

In working toward a goal of encouraging all nurses to participate in continuing education programs, the Florida Nurses Association has defined its standards for continuing education certification. A Certification Board was established, and the purpose for certification outlined. Four concepts are explained in the standards: certification, the manner in which recognition is given, how the Continuing Education Unit (CEU) is to be used, and the certification requirements. Activities and professional participation are considered in examples of the contact hours and their relationship to the CEU. Procedures for obtaining CEU for programs are outlined. The Maryland Licensed Practical Nurses Association defines the continuing education program, states the objectives which the application for CEU will fulfill, and outlines the Continuing Education Program Administration. Procedures for recording CEU are itemized, and standards for assigning credit established. Licensure requirements are restated. (AG)

16 / ED 091 609

Glancy, Keith E.; Rhodes, John A., Jr.

THE CONTINUING EDUCATION UNIT. CRITERIA AND GUIDELINES. FINAL REPORT OF THE NATIONAL TASK FORCE ON THE CONTINUING EDUCATION UNIT

National University Extension Association, Washington, DC 74 42p

*Descriptors *Administrator Guides, *Adult Education, Credits, Educational Improvement, *Educational Needs, Guidelines, Noncredit Courses*

Identifier *Continuing Education Unit

The Continuing Education Unit (CEU) has been designed to facilitate the accumulation and exchange of standardized information about individual participation in noncredit continuing education. The CEU is to be applied only after content, format, and methodology have been determined to avoid creating stereotypes in terms of program length, methods, or formats used in meeting education objectives. One CEU is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. It has several uses for the individual, professional organizations, and educational administration. In awarding the CEU, administrative and program criteria must be considered. Appropriate use of the CEU is determined by task force guidelines. The CEU is a development resulting from the work of a task force appointed by the National Planning Conference on the Feasibility of a Uniform Crediting and Certification System for Continuing Education. (AG)

17 / ED 094 195

Gross, Ronald, Ed.; Osterman, Paul, Ed.

THE NEW PROFESSIONALS

Simon and Schuster, Rockfeller Center, New York, NY 10020 72 316p

*Descriptors Bureaucracy, Business, Careers, Clergymen, Credentials, Engineers, Females, *Job Satisfaction, Journalism, Lawyers, Males, Medicine, Politics, *Professional Occupations, Professors, Role Perception, Scientists, Sex Discrimination, *Social Change, Teachers*

Identifiers Paraprofessionals

A national movement of new professionals is growing in America; major professions such as medicines, law, religion, education, politics, and business are being radically changed. United by a network of publications and new organizations, the movement is devoted to social change, client control, and anticredentialism. It is geared to: professionals serving the people, especially the poor, concern with constructive social change rather than careers and money-making; transforming the shape of the bureaucracies and professions controlling power. Young college graduates, driven by a new social conscience and by impulses toward more job satisfaction, are not settling easily into established, institutionalized career patterns. The book offers the vicarious experience of reading about people pursuing, in a humane and authentic way, some major professions. Eleven chapters written by active, new professionals relate ideas from the viewpoint of intellectual, professor, scientist, doctor, lawyer, clergyman, political activist, journalist, teacher, businessman, and engineer. One chapter deals with deprofessionalization and the effect of paraprofessionals while another chapter pertains to demasculinization of the professions. It is a book for young people looking ahead to their work lives and for established professionals seeking a new orientation. (EA)

18 / ED 094 200

Schimberg, Benjamin; and others

OCCUPATIONAL LICENSING AND PUBLIC POLICY. FINAL REPORT

Educational Testing Service, Princeton, NJ; Michigan State University, East Lansing Oct72 432p

Sponsoring Agency Manpower Administration (DOL), Washington, DC

*Descriptors Building Trades, *Certification, Equal Opportunities (Jobs), Health Occupations, *Occupational Tests, *Performance Criteria, Performance Specifications, Predictive Validity, Service Occupations, *State Licensing Boards, *State Standards, Transportation*

Occupational licensing has received renewed attention in America. This document examines the practices of licensing boards and the criteria they use. Licensing procedures were analyzed by the Educational Testing Service with reference to the following points: what is licensed and where, who does the licensing, what are the requirements, how is competence tested, what about applicant failure, transfer of certification, minority group membership, and future expectation. The four occupational areas compared are health occupations, construction trades, service occupations, and transportation occupations. The report comments on the appropriateness and

effectiveness of performance tests and written tests. Discrimination in testing procedures and the validity of testing criteria are considered. The study concludes that the licensing structure must be modified and improved so that it may serve its societal function and provide fair and equitable treatment to those who are licensed. Among the possible modifications suggested by the researchers are improved testing procedures, job analysis, validity studies, language assistance, and procedures for candidates who fail. A reference section is also included. (JC)

19 / ED 094 213

Kaplan, Anne C.; Veri, Clive C.

CONTINUING EDUCATION UNIT

Northern Illinois University, DeKalb, ERIC Clearinghouse in Career Education Info-Ser-1 Aug74 126p

Sponsoring Agency Illinois Junior College Board, Springfield; National Institute of Education (D-HEW), Washington, DC

*Descriptors *Academic Records, Annotated Bibliographies *Noncredit Courses, Records (Forms), *State of the Art Review, Student Records*

Identifiers CEU, *Continuing Education Unit

The document attempts to consolidate and summarize the literature which documents the development and initial use of the continuing education unit (CEU). The first section discusses the need for legitimization of an individual's participation in noncredit programs. Section 2 presents a brief history of the CEU, and the third section interprets the definition of the CEU. Various applications of the CEU and how it is to be cited in record systems are discussed in the next two sections. The final section of the narrative portion of the document presents three areas of potential controversy and confusion over the CEU. The 6-page appendix is divided into four sections. The first two sections (three pages) list the members of the National Planning Committee and the National Task Force on the CEU. The third section (45 pages) provides examples of reporting procedures from seven sources. The final appendix section (13 pages) lists the Higher Education General Information Survey (HEGIS) discipline sectors by discipline category. The concluding 22 pages consist of an annotated bibliography of ERIC citations on the CEU. (AG)

20 / ED 094 491

CERTIFICATION OF EDUCATIONAL RESEARCHERS: MOTIVATION AND CONCERNS

Apr74 17p; Papers presented at American Educational Research Association Annual Meeting (59th, Chicago, IL, April 15-19, 1974)

*Descriptors *Certification, *Credentials, *Educational Research, *Educational Researchers, Institutional Research, Management Development, Motivation, Professional Associations, Professional Personnel, Professional Training, Research Skills*

This document contains the papers presented at a Symposium held to examine the implications of the varied factors encompassing the certification of educational researchers as expressed by the consortium of state and regional education research associations (SIG). By definition, the educational researcher is one who possesses competencies in the areas of research design, measurement, and statistics. These competencies are keen and responsive because of experience gained through interface with children, educators, and communities in applied situations related to human abilities and learning behaviors. The immediate issues raised by the question of certification of educational researchers are: legal versus professional certification, a suggested role for the AERA; concerns faced by the bureaus of certification; role definition; professional qualifications, the impact of college curriculums; the impact on management in school systems; exclusion of noncertified school staff by "building a fence around the research competency"; and the line and staff position of the researcher and feedback on how the professionals feel about it. (Author/DN)

21 / ED 095 385

Cooper, Signe W.; Byrns, Helene Hestad

A PLAN FOR CONTINUING EDUCATION IN NURSING IN FIVE NORTH CENTRAL STATES (MICHIGAN, MINNESOTA, MONTANA, NORTH DAKOTA, AND WISCONSIN): A PROPOSAL FOR DISCUSSION AND ACTION

Wisconsin University, Madison, University Extension Jan73 63p

Sponsoring Agency National Institutes of Health (DHEW), Bethesda, MD, Division of Nursing

*Descriptors Adult Education, Adult Education Programs, Cooperative Programs, Educational Coordination, Educational Needs, *Educational Planning, *Interstate Programs, Medical Education, Noncredit Courses, *Nursing, *Professional Continuing Education, *Regional Planning*

The purpose of the paper is to provide recommendations and suggest approaches for the coordination of continuing education in the North Central States of Michigan, Minnesota, Montana, North Dakota, and Wisconsin. The document is directed to non-credit continuing education exclusively and does not consider in-service education within its scope. Distinquishing between felt and real learning needs in nursing education, the paper utilizes data based on health manpower statistics, random sample surveys of area nurses, and informal sessions with nursing groups.[1] Regional developments and characteristics are reviewed and expressed concerns of area nurses discussed. The body of the document deals with specific recommendations to: (1) state master planning groups, (2) state boards of nursing and state nurses associations, (3) faculties of collegiate schools of nursing, (4) all schools of nursing, (5) all providers of continuing education in nursing, (6) employers, and (7) all nurses of the region. A number of the recommendations can be acted upon without funding; others depend on financial support. In conclusion, suggestions for implementing the recommendations are offered. (MW)

22 / ED 097 554

Cooper, Signe S., Ed.

CRITICAL ISSUES IN CONTINUING EDUCATION IN NURSING

Wisconsin University, Madison, University Extension 72 150p; Proceedings of the National Conference on Continuing Education in Nursing (Madison, WI, Oct71)

*Descriptors, *Adult Education, Certification, Change Agents, Conference Reports, Health Education, *Health Occupations Education, *Medical Education, *Nurses, *Professional Continuing Education, Professional Education, Regional Planning*

Identifier Continuing Education Unit

The National Conference provides continuing education for nurse educators who are responsible for providing continuing nursing education. Papers presented at the Conference are: Philosophies of Continuing Education, Theodore J. Shannon; Philosophies of Education - Implications for Continuing Education in Nursing, Edith V. Olson; Developing a Model for Consumer Health Education, William L. Blockstein; The Adult Educator as a Change Agent, Burton W. Kreitlow; Competencies Expected of the Teacher in Continuing Nursing Education, Signe S. Cooper; The American Nurses' Association (ANA) and Continuing Education, Audrey F. Spector; ANA Special Project in Continuing Education, Sister Jeanne Margaret McNally; Continuing Education as a Requirement for Relicensure: What are the Issues?, Maura Carroll; Introducing the Continuing Education Unit, Paul Grogan; Exploring the Federal Scene, Mary Hill; Continuing Education - A Western Council on Higher Education for Nursing (WOHEN) Seminar, G. Marjorie Squaires; Continuing Education Activities of the Southern Regional Education Board (SREB) Project in Nursing Education, Helen C. Belcher; Regional Approach to Continuing Education for Nurses in New England, Eileen Ryan; Regional Planning in the Midwest, Emily Tait; North Central States Planning Project, Signe S. Cooper. References, resources persons, and conference participants are listed. (NH)

23 / ED 101 082

Andrews, Grover J.

THE CONTINUING EDUCATION UNIT: A NEW KIND OF CREDIT FOR HIGHER EDUCATION CONTINUING EDUCATION

Paper presented at the Summer Seminar on Academic Administration (Baylor University, Waco, Texas, July 1974) 74 34p

*Descriptors Academic Records, *Adult Education, Credits, Educational Administration, *Educational Change, *Educational Development, Educational Needs, *Higher Education, Measurement, Models, *Noncredit Courses, Post Secondary Education, Recordkeeping, Student Records*

Identifier CEU, *Continuing Education Unit

The Continuing Education Unit (CEU) has come into the American higher educational scene as a relevant response to public needs. The need for some kind of measurement for noncredit continuing education was established at a nationwide conference. The CEU — 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction — can be used in many ways in many areas; from measurement to participation recognition and from adult liberal educational to professional continuing education. Administrative standards need to be established to ensure discriminating use of the CEU. The National Task Force on the CEU detailed such requirements, and the College Commission of the Southern Association of Colleges and Schools' adoption of the CEU furthered the establishment of standards. (Some Workshop materials and organizational models

are included in the paper to facilitate understanding of the CEU's proper application.) Implementation of the CEU while acknowledging its strengths and weaknesses is one response higher education can make to the need for ensuring quality of results and equality of access. (AG)

24 / ED 102 297

Kaufman, H. G.

OBSOLESCENCE & PROFESSIONAL CAREER DEVELOPMENT

Amacom, New York, NY 74 193p

*Descriptors Adult Conseling, Age, Career Change, Economic Change, Futures (Of Society), Job Development, *Management, Organizational Change, Organizational Climate, *Organizational Development, Organizations, (Groups), Personality Change, Personnel Management, Personnel Policy, Policy Formation, *Professional Continuing Education, Professional Occupations, *Professional Personnel, *Skill Obsolescence, Work Environment*

The book is primarily concerned with understanding the causes of and prescribing cures for the obsolescence of knowledge and skills among professionals. The focus is on the role of the organization in creating, as well as overcoming, obsolescence. Since management bears much of the onus for allowing obsolescence to occur, it is only just that it bear the primary responsibility for providing the conditions that will facilitate professional development. This is in management's own interest, but it can do no more than create a climate which encourages and rewards the continuous maintenance of competence. The rest is up to the individual, upon whom rests the ultimate responsibility for life-long learning and professional career development. There are a large number of sound organizational policies and programs which, if introduced and pursued, can contain obsolescence. Chapters devoted to personnel practices, the work environment and the job design, and organizational climate offer such policies. Another chapter closely examines the continuing-education activities of organizational professionals to determine the degree to which they contribute to updating, and how the effectiveness of such activities can be improved. A concise summary of suggestions for future organizational directions concludes the book. (Author/AJ)

25 / ED 103 692

OCCUPATIONS NEEDING CREDENTIALS

New York State Education Dept., Albany. Bureau of Occupational Education Research Dec74 90p

*Descriptors *Certification, *Directories, *Employment Qualifications, Indexes (Locaters), Labor Unions, *Occupational Information, Performance Specifications, State Licensing Boards, *State Standards*

The Directory Lists those occupations requiring some kind of formal certification, and is presented in two phases; (1) occupations requiring licenses, certificates, or permits from the State of New York, and (2) occupations requiring licenses, certificates, permits, or union cards from non-governmental agencies. The first section of Phase One alphabetically indicates the departments with their respective credentials noted below each heading. The second section lists all occupational titles, except those of teachers, alphabetically cross-referenced by key descriptors, the department, and the division or bureau issuing the specific credential. The tables in the first section of Phase Two indicate the source of the non-governmental credential information in alphabetical order coupled with an identifying code number; the occupational title; type of credential; and information regarding training. The final segment contains the occupations alphabetically listed with corresponding credential and source code numbers. The survey instrument is appended. (Author/MW)

26 / ED 106 539

Rhodes, John A., Jr.

FUTURE UTILIZATION OF THE CONTINUING EDUCATION UNIT IN CONFERENCES, INSTITUTES, SHORT COURSES, WORKSHOPS, SEMINARS, AND SPECIAL TRAINING PROGRAMS WITHIN THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Colleges 74 52p

*Descriptors Adult Education, *Adult Education Programs, *Certification, Futures (of Society), Noncredit Courses, *Prediction, Predictive Measurement, *Professional Continuing Education, Research Methodology, Special Degree Programs, Statistical Analysis, Tables (Data), *Trend Analysis*

Identifiers CEU, Continuing Education Unit, Delphi Technique, Southern Association of Colleges and Schools

The study forecasts the utilization of the Continuing Education Unit (CEU) in conferences, institutes, short courses, workshops, seminars, and

special training programs within the Southern Association of Colleges and Schools. (A CEU is defined as 10 contact hours of participation in an organized continuing education experience.) The methodology section discusses questionnaire design, panel selection, questionnaire processing, and data tabulation. Data is presented in four subject areas: administration, faculty, finance and nonacademic utilization. Data from all three rounds of the Delphi process are presented. The percentage of panel members stating that a prediction should or should not occur, as well as the panel's assigned probability indicated by the median, lower quartile, and upper quartile of each prediction is presented. Each prediction is followed by a table indicating the information collected in each round, a general discussion concerning data presented in the table, and implications of comments made by panel members. Based on data collected, by 1980 the CEU will be: (1) awarded by most accredited colleges and university, (2) used to measure faculty work load, (3) be supported financially by businesses and professional societies, and (4) become the basis for updating and relicensing for major professional organizations. (MW)

27 / No ED# Available. May use CE 005 897

Rudov, Melvin H.; Skillings, Sally

CREDENTIALING OF HEALTH CARE PROFESSIONALS: ITS COSTS AND SOME ALTERNATIVES FOR HSA (HEALTH SERVICES ADMINISTRATION)

Transaction Systems Inc., Atlanta, GA Mar75 131p

Sponsoring Agency Health Services Administration (DHEW/PHS) Washington, DC. Office of Planning, Evaluation, and Legislation

*Descriptors *Health Personnel, *Certification, Credentials State Licensing Boards, Federal Programs, *Government Employees, Health Services, Military Personnel, Adult Education, Professional Association, *Estimated Costs, *Professional Continuing Education, Health Occupations Education*

Identifiers Health Services Administration, *Relicensing

The report contains requirements and practices in credentialing and recredentialing of health professionals by States and by professional societies. It begins with an overview of the health care components of the Health Services Administration (HSA). Credentialing needs and four types of credentialing activities are discussed: basic or initial credentialing (graduation, certification/registration, licensing), advanced credentialing (formal education, work experience, examination for specialists), credentialing maintenance, (renewal by fee, continuing education, re-examination/recertification), and other credentialing activities (lapses, staff privileges). Information on the four types of credentialing activities, including requirements and actual practices, is given for more than 20 categories of health providers. Credentialing activities of the United States Public Health Service, Army, Navy, Air Force, and Veterans Administration are reviewed. Costs are projected for HSA support of all future credentialing requirements for health care providers employed by HSA. Conclusions are related to payment of these costs by HSA. An 88 item reference list is included. (NTIS)

28 / EJ 062 706

Larson, Rolf S.

"Accreditation: Some Professional Problems," *Learning Today*, 5; 3; 23-37 Sum72

*Descriptors *Accreditation (Institutions), Evaluation, *Libraries, Problems, Professional Association, Professional Personnel, *Standards, *Teacher Education*

Ambition, selfish activities, self-protection, lack of dedication, carelessness, callousness, and the overloading of the market, may lead to a rapid decline in the effectiveness of accreditation activities — either regional (institutional) or professional (program), or both. (Author/NH)

29 / EJ 073 183

Lewis, Charles E.

"The Quandary of Quality: Incompetence Among the Excellent," *American Journal of Occupational Therapy* 27; 2; 59-63 Mar73

*Descriptors *Accreditation (Institutes), Certification, Health Personnel, *Health Services, *Hospitals, Performance Criteria, Professional Personnel, *Quality Control, *Standards, Surveys*

This paper discusses the concerns and methods of defining and assessing the quality of health care. A concept of an analysis of the process of health care is presented together with a discussion of measureable qualities of this service and the accreditation, licensure, and certification of health professionals. (Author)

30 / EJ 084 434

Gubser, M. M.

" 'Accountability' as a Smoke Screen for Political

Indoctrination in Arizona," *Phi Delta Kappan*, v55 n1, pp64-65 Sep73

*Descriptors *Educational Accountability, *Performance Criteria, *Certification, *Teacher Evaluation, Political Influences, (*Performance Based Teacher Education, Arizona)*

Describes how Arizona educators fear that the threat of noncertification will be used, under a new "performance-based" program, to dictate what and how they will teach. (Author)

31 / EJ 087 440

Jones, Adaline D.

"Accreditation, Accountability, and Control in Business Teacher Education," *Delta Pi Epsilon Journal*, 14; 4; 4 Aug73

*Descriptors *Accreditation (Institutions), *Business Education Teachers, *Teacher Education, *Professional Association, *National Competency Tests, Academic Standards, State Standards, Business Education, National Norms*

Identifier Accountability

Accreditation by professional associations is being challenged and the concept of a system of national examinations for determining accountability is gaining strength. (MS)

32 / EJ 090 754

Hatcher, Thomas F.

"Professional Development Opportunities for Trainers: An ASTD Professional Development Task Report," *Training and Development Journal*, 28; 1; 8-11 Jan74

*Descriptors *Trainers, *Professional Training, *Professional Recognition, *Standards, *Program Development, External Degree Programs, Criteria, Guides, Certification*

The American Society for Training and Development Task Force developed four basic criteria to be met in order for training to qualify as a profession. A three-phase program for professional development in training will cover use of a manual and its objectives, a degree program, and a certification program. (DS)

33 / EJ 094 094

Roemer, Ruth

"Trends in Licensure, Certification, and Accreditation: Implications for Health-Manpower Education in the Future," *Journal of Allied Health*, 3, 1, 26-33 W74

*Descriptors *Health Occupations Education, *Certification, *Qualifications, *Program Development, *Occupational Mobility, Credentials, Public Health Laws, Accreditation (Institutions), Admission Criteria, Adult Education*

Movement toward a more flexible health manpower regulation system encourages these educational improvements: imaginative implementation of multiple entry points; training programs which provide for upward and lateral mobility; more meaningful competency examinations (toward the development of national standards); and developing continuing education as an integral part of health personnel qualifications. (AJ)

34 / EJ 103 753

Ash, Lane C.

"AVA's Continuing Concern with Accreditation," *American Vocational Journal*, 49; 7; 38, 40, 42-3 Oct74

*Descriptors *Vocational Education, *Accreditation (Institutions), *Standards, *Professional Associations, Educational History, Educational Philosophy*

Identifiers *American Vocational Association, AVA

Developments leading to the American Vocational Association's study of accreditation are reviewed, the article describes in detail the work of the project and the new thinking that guided the preparation of the published instruments. Maintaining surveillance of accreditation practices is the purpose of a scheduled convention. (Author/AJ)

35 / EJ 105 394

Ohliger, John D.

"Is Lifelong Education a Guarantee of Permanent Inadequacy?," *Convergence*, v7 n2, pp47-58, 74

*Descriptors *Adult Education, *Political Socialization, *Educational Philosophy, *Educational Technology, Continuous Learning, Dissent, World Problems, Technological Advancement, Bibliographies, Equal Education, (*Illich (Ivan), Freire (Paulo), Eisenstein (Herbert), UNESCO)*

The author maintains that adult education has become a coercive force which governs the life of North Americans and threatens the rest of the world, directed by technocrats, politicians, and established institutions in the name of equal opportunity but with the actual aim of consolidating the established social order. (AJ)

36 / EJ 110 456

Cooper, Lloyd G.

"Continuing Medical Education — A Changing Perspective," *Adult Leadership*, v23 n7, pp 221, 224 Jan75

*Descriptors *Professional Continuing Education, *Health Occupations Education, *Medical Education, *Credentials, *National Programs, Medicine, State Licensing Boards, Futures (of Society), Professional Associations*

Continuing medical education is entering a new era. What has been casual and emergent will increasingly be directly related to the professional affairs of the individual practitioners. The medical profession will find itself drawn progressively into the continuing educational activities of other allied health professions. The author discusses several possibilities. (Author/AJ)

37 / EJ 113 807

Strother, George B.; Swinford, David N.

"Recertification and Relicensure — Implications for the University," *NUEA Spectator*, 38; 19; 5-9 Mar75

*Descriptors *Professional Continuing Education, *Adult Education, *Certification, *Surveys, *Educational Trends, Professional Training, State Licensing Boards, Professional Occupations, Standards, Educational Specifications*

Identifier Relicensing

The study surveyed the extent of the movement to require continuing education in 14 professions: accountancy, architecture, dentistry, dietetics, engineering, law, medicine, nursing, optometry, osteopathy, pharmacy, physical therapy, real estate, social work, and veterinary medicine. The report provides some general conclusions and a summary of the 14 surveys. (MW)

38 / EJ 116 991

Krekeler, Kathleen

"Continuing Education — Why?," *Journal of Continuing Education in Nursing*, v6 n2, pp 12-16 Mar/Apr75

*Descriptors *Nursing, *Professional Continuing Education, *Professional Association, *Adult Education Programs, *Educational Certificates, Certification, Standards, Adult Education, (Continuing Education Unit, CEU)*

The author raises provocative questions, shares patterns of other professional associations, provides some historical background, and asks some questions about continuing nursing education, particularly procedures related to the continuing education unit (CEU). (Author/MW)

39 / No EJ# Available

Frandson, Phillip E.

"Continuing Education of the Professions: Issues, Ethics, and Conflicts," *NUEA Spectator;* v39 n21, pp5-10 Sep75

*Descriptors *Professional Continuing Education, *Certification, *Organizations (Groups), *Conflict, Physicians, Professional Personnel, Ethics, Legislation, Standards*

Relicensure has emerged as one of today's key issues in the continuing education of the professional. The conflict is clear: Who shall be controlling force? A grid involving the six issues focuses on the constituencies who seek to control these issues. The medical profession is used as an example. (BP)

40 / No EJ# Available

Ohliger, John

"Prospects for a Learning Society," *Adult Leadership;* v24 n1 p 37-9 Sep75

*Descriptors *Educational Philosophy, Educational Problems, *Futures (of Society), *Adult Education, Adult Educators, *Educational Alternatives, Educational Policy, Adult Learning, *Continuous Learning, Educational Trends*

Identifiers Institutionalization, Compulsory Education

The author raises six serious doubts about the directions adult education is taking toward a society mistakenly termed "learning society" which is in fact an "instructional society." An ominous vision of "womb-to-tomb schooling" is evoked by the author's quotations from prominent adult educators who criticize this trend. (Author/AJ)

41 / No EJ# Available

Penfield, Kathleen R.

"Prospects for a Learning Society," *Adult Leadership;* v24 n1 p 40-4 Sep75

*Descriptors *Adult Education, *Secondary Education, *National Surveys, Student Needs, Adult Students, Certification, *Educational Problems, *Educational Policy, Educational Trends, Educational Philosophy*

Identifiers Institutionalization, Compulsory Education

The article describes a national study of the "state of the art in adult secondary education," reports

that "there is no field of adult secondary education," and discusses the implications of that dismal finding, focusing on attitudes and policies regarding certification of adults. Adult education faces increasing formalization and institutionalization. (Author/AJ)

42 / No EJ# Available

Richards, Robert K.; Stein, David

"Mandatory Continuing Education in Medicine: A Challenge to Adult Educators," *NUEA Spectator;* v39 n21, p 20-4 Sep75

*Descriptors *Professional Continuing Education, *Physicians, *Adult Educators, Evaluation, Knowledge Level, Information Needs, *Educational Programs, *Program Planning, Medical Education*

Identifiers *Continuing Medical Education, CME, Mandatory Programs

Current controversies regarding physician competency and a growing concern about the rapid obsolescence of medical knowledge are factors in a movement to require physicians to participate in continuing medical education. If programs become mandatory, educators should apply their skills and knowledge of adult learning in developing programs. (Author/BP)

43 / No EJ# Available

Stuart, Corinne T.

"Mandatory Continuing Education for Relicensure in Nursing and the Implications for Higher Education," *Journal of Continuing Education in Nursing;* v6 n5 p 7-15 Sep/Oct75

*Descriptors *Professional Continuing Education, *Nurses, *Certification, *Skill Obsolescence, State Legislation, Political Issues, *Educational Problems, Academic Freedom, National Surveys, Professional Associations*

Identifier *Compulsory Education

44 / No EJ# Available

Kubat, Janice

"Correlates of Professional Obsolescence; Part 1," *Journal of Continuing Education in Nursing;* v6 n6, pp 22-9 Nov/Dec75

*Descriptors *Nurses, *Obsolescence, Surveys, *Educational Attitudes, Educational Interest, *Professional Continuing Education, Knowledge Level, Participant Characteristics*

Discussed are findings relevant to the study's first objective, involving the demographic characteristics and motivational patterns contributing to obsolescence. Responses from 65 registered nurses in a midwestern state revealed a lack of continuing education and of intrinsic motivation to remain competent. (Part 2 will identify target populations for continuing education.) (Author/MS)

45 / No EJ# Available

Luzinski, Ruth

"Continuing Education? Yes, But How?," *Journal of Continuing Education in Nursing;* v6 n6, pp 35-8 Nov/Dec75

*Descriptors *Professional Continuing Education, *Nurses, *Educational Needs, Student Motivation, *Certification, Student Needs, Educational Interest, Legislation*

Identifier *Mandatory Education

The paper, written by a senior nursing student, examines the need for continuing education and discusses the advantages and disadvantages for the nursing profession of its implementation on a mandatory or voluntary basis. (MS)

46 / No EJ# Available

Stern, Milton R.

"The Invisible University," *NUEA Spectator,* v39 n22, p 10-4 Dec75

*Descriptors *Adult Education, Post Secondary Education, *Change Strategies, Educational Problems, *University Administration, *Extension Education, Program Descriptions, Program Development, Program Improvement, *University Extension*

Credit course, general cultural, and continuing professional education program descriptions provide a basic structure for an examination of the future of continuing education. A large proportion of the participants have already been educated, and suggestions for improved university organization regarding their continuing educational needs are made. (LH)

AUTHOR INDEX

Andrews, Grover J. 23
Ash, Lane C. 34
Byrnes, Helene Hestad 21
Cooper, Lloyd G. 36
Cooper, Signe 21, 22
Dubin, Samuel S. 5
Frandson, Phillip E. 39
Frasher, Richard Dempsey 1
Glancey, Keith E. 16
Gross, Ronald 17
Gubser, M. M. 30
Hatcher, Thomas F. 32
Jones, Adaline D. 31
Kaplan, Anne C. 19
Kaufman, H. G. 24
Krekeler, Kathleen 38
Kubat, Janice 44
Larson, Rolf S. 28
Lewis, Charles E. 29
Luzinski, Ruth 45
McCarthy, Coleen 3
Menges, Robert J. 8
Ohliger, John 3, 7, 35, 40
Osterman, Paul 17
Penfield, Kathleen R. 41
Pitman, John C. 9
Rhodes, John A., Jr. 16, 26
Richards, Robert K. 42
Roemer, Ruth 33
Rosenberg, Joel 7
Rudov, Melvin H. 27
Schimberg, Benjamin 18
Skillings, Sally 27
Stein, David 42
Stern, Milton R. 6, 46
Strother, George B. 37
Stuart, Corinne T. 43
Sweeney, Thomas J. 10
Swinford, David N. 37
Terry, David R. 4
Veri, Clive C. 19
Vogel, Fred J. 10

PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS

American Educational Research Association Annual Meeting, Papers Presented 20
American Nurses' Association 12, 13, 14
American Society for Medical Technology 11
Florida Nurses' Association 15
Maryland Licensed Practical Nurses' Association 15
New York State Education Department 25
Office of Education, Washington, DC 2

TITLE INDEX

Accountability as a Smoke Screen for Political Indoctrination in Arizona 30
Accreditation, Accountability, and Control in Business Teacher Education 31
Accreditation: Some Professional Problems 28
An Appraisal of the Status and Future of the Continuing Education (Non-Credit) for Engineers in the United States 1
Assessing Readiness for Professional Practice. Occasional Paper Number One 8
AVA's Continuing Concern with Accreditation 34
Certification and Licensure 10
Certification of Educational Researchers: Motivation and Concerns 20
Competencies for Teachers: Vocational Education Shows the Way 4
Competency-Based Certification: What are the Key Issues? NEPTE Working Paper No. 6 9
Compulsory Adult Education 7
Continuing Education Guidelines for State Nurses' Associations 14
Continuing Education of the Professions: Issues, Ethics, and Conflicts 39
Continuing Education Programs in Nursing. Two Documents: The Florida Nurses Association Landmark Statement and Maryland Practical Nurses Association Continuing Education Program 15
Continuing Education Unit 19
The Continuing Education Unit. Criteria and Guidelines. Final Report of the National Task Force on the Continuing Education Unit 16
The Continuing Education Unit: A New Kind of Credit for Higher Education Continuing Education 23
Continuing Education — Why? 38
Continuing Education? Yes, But How? 45
Continuing Medical Education—A Changing Perspective 36
Correlates of Professional Obsolescence; Part 1 44
Credentialing of Health Care Professionals: Its Costs and Some Alternatives for HSA Health Services Administration 27
Critical Issues in Continuing Education in Nursing 22
Future Utilization of the Continuing Education Unit in Conferences, Institutes, Short Courses, Workshops, Seminars, and Special Training Programs Within the Southern Association of Colleges and Schools 26
An Interim Statement on Continuing Education in Nursing 12
The Invisible University 46
Is Lifelong Education a Guarantee of Permanent Inadequacy? 35
Lifelong Learning or Lifelong Schooling? A Tentative View of the Ideas of Ivan Illich with a Quotational Bibliography 3
Mandatory Continuing Education for Relicensure in Nursing and the Implications for Higher Education 43
Mandatory Continuing Education in Medicine: A Challenge to Adult Educators 42
Nationally Recognized Accrediting Agencies and Association Criteria and Procedures for Listing by the U.S. Commissioner of Education and Current List 2
The New Professionals 17
Obsolescence or Lifelong Education: A Choice for the Professional 5
Obsolescence and Professional Career Development 24
Occupational Licensing and Public Policy. Final Report 18
Occupations Needing Credentials 25
A Plan for Continuing Education in Nursing in Five North Central States (Michigan, Minnesota, Montana, North Dakota, and Wisconsin): A Proposal for Discussion and Action 21
Professional Acknowledgement for Continuing Education (PACE): General Information Forms 11
Professional Development Opportunities for Trainers: An ASTD Professional Development Task Report 32
Prospects for a Learning Society 40
Prospects for a Learning Society 41
The Quandary of Quality: Incompetence Among the Excellent 29
Recertification and Relicensure—Implications for the University 37
Standards for Continuing Education in Nursing 13
Trends in Licensure, Certification, and Accreditation: Implications for Health-Manpower Education in the Future 33
A View from the Fifteenth Century 6

ADDITIONAL CONFERENCE SESSIONS

RESEARCH

The following research-oriented activities, February 19, were programmed as concurrent or sequential sessions and attracted large numbers of participants from the Pacific Northwest.

The program was arranged by the Research Committee of the N.W.A.E.A. under the chairmanship of Roger Boshier, Adult Education Research Centre, University of British Columbia.

What's What in Adult Education in Washington State?

Annette Morgan, Graduate Student, Adult and Continuing Education, Washington State University, Pullman, Washington.

During this session Annette presented a bibliography of adult education resources she had compiled. Known as an *Information Resources Handbook*, the listings include publications, bulletins, people.

Learning, Health and Stress

Adrian Blunt, Doctoral candidate, Adult Education Research Centre, Faculty of Education, University of British Columbia, Vancouver, B.C.

Objectives for this session stemmed from the fact that the greatest health problem facing industrialized societies is the "epidemic" of stress-induced illnesses. During this session an array of techniques and devices were used to identify rapid social change as a major contributor to ill health.

During a lecturette the facilitator suggested a need for people to develop coping strategies in order to remain healthy under stress. It was also suggested that educators need to research the extent to which learning can be employed to combat or alleviate stress.

During the session participants explored techniques to identify possible relationships between health, social change and learning. Also considered were ways of designing programs to promote physiological and psychological health. The facilitator displayed materials from popular magazines, journals and newspapers to demonstrate current levels of interest in the stress concept.

The main techniques employed were a lecturette and discussion. At the end of the session participants were invited to consider the extent to which the session objectives had been met.

Educating Older Adults: Principles into Practice

Gail Riddell, Research Assistant, Adult Education Research Centre, Faculty of Education, University of British Columbia, Vancouver, B.C.

The session on creating acceptable learning environments for older adults was attended by twelve people who were interested or involved in programs for retired people.

A brief overview of major theories of aging was presented. Particular emphasis was placed on aspects which would apply to both program and instruction design. Participants were given a handout describing some theories of aging, with a brief bibliography attached.

Given a framework provided by discussion on the theories of aging, the group was asked to think about ways of adapting the learning environment to the needs of older people. Each person was given a card listing one possible physical or psychological disability experienced by older persons, and asked to give suggestions for diminishing the importance of this drawback. For example:

Statement: Reduced acuity of vision

Some possible solutions:

1. Large clear writing on blackboard and handouts.
2. Provision of good lighting

After each member of the group had given suggestions about improving specific areas of the learning environment, the question was discussed generally.

Looking for a Spouse, Relaxation or Something to Learn? Motives for Participation in Adult Education

Roger Boshier, Assistant Professor of Adult Education, Faculty of Education, University of British Columbia, Vancouver, Canada.

This session was designed to meet objectives concerning hypothesized relationships between social class and motives for participation in adult education. After the objectives were finalized participants completed the *Education Participation Scale*. Mean scores for each E.P.S. factor were calculated and superimposed on a transparency that had been prepared prior to the session. Participants then broke into groups and considered the extent to which their factor scores accurately represented their motives for attending this conference.

Participants were then shown a diagrammatic representation of possible relationships between age, social class and motives for participation. It was suggested that as participants move up in age or social class they shift from a life-chance to

a life-space orientation to participation. Life-chance motivated participants were purported to be dominated by Maslow's lower-order (deficiency) needs whilst life-space participants were assumed to have satisfied the lower-order needs and to be 'growth' motivated.

Participants were then introduced to the notion of congruence — the fact that for every adult education participant there is an optimal environment and for every environment an optimal participant. Discussion was focused on ways of creating environments congruent with the needs and motives of both life-chance and life-space motivated participants. This discussion was related to tape-recorded excerpts from Houle's *The Inquiring Mind* that had been played earlier.

At the end of the session the facilitator provided an opportunity for feedback and a critical evaluation of the experience.

Program Planning and Instruction: From Principles to Practical Application

David Little and Judith Mastai, Teaching Assistants, Adult Education Research Centre, Faculty of Education, University of British Columbia, Vancouver, B.C.

Twenty-five participants were introduced to the basic constructs of adult education.

The first part of the program was designed around generating information regarding the backgrounds of the participants. Introductions of various participants were followed by informal discussion to explore the interests in relation to backgrounds. Small groups were formed on the basis of interests on which discussions were conducted. The interest areas were used in an ensuing session to illustrate the basic construct material to be presented.

The second part of the program consisted of an informal lecture presentation of the basic constructs of adult education toward a general system of adult education. Following the lecture, interest groups presented a particular problem encountered in the field. The problem was then subjected to scrutiny by placing it in the context of the system that had been presented. This process produced a conceptual analysis of the problems. From this point a bibliography was generated for the particular problem and the group discussion conducted to generate possible solutions.

The session concluded with a request to continue the program the following morning. A morning session was arranged from 9:00 to 11:00 in which the constructs of program planning and the design and management of instruction were elaborated. This was accomplished by brief lecturettes accompanied by flip chart devices. A group discussion followed with its focus being a contrast between a method of organization and a technique of instruction.

Time Management for Adult Educators

Doug Kerr, Staff Training Coordinator, Canada Manpower and Adult Education, Graduate Student, Department of Adult Education, University of British Columbia, Vancouver, B.C.

The leader introduced the session on time management by describing to the group his objectives for the session. When these had been discussed, modified and agreed upon by all members of the group, the session leader proposed a tentative agenda for the afternoon which was, in turn, adapted and adopted by the group.

Each of the participants was then asked to write on a newsprint sheet his/her personal definition of the word "time". When these had been taped on the walls of the room the facilitator led the group discussion regarding the concept of time, during which several different dimensions of time were compared and analyzed.

The leader then introduced the group to Pareto's Law ("In any series of elements to be controlled a certain small fraction, in terms of number of elements, always accounts for the major portion in terms of effect") or, as it is commonly known, "The 20/80 Rule". This common sense principle was then effectively applied by the group to identify those few principal time management problems common to the majority of the group. Participants then worked in small groups to develop possible solutions to the other major time management problems which they then presented to each other using flip-chart material which they had prepared.

The session was concluded with discussion of transferability of solutions to the work environment of the group members, and a brief presentation by the session leader on the applicability of time logging as an analytical process which could be used effectively by the individuals to provide accurate data regarding other daily work patterns and time utilization.

OTHER PROFESSIONAL AREAS

The modules on Saturday, February 21, were designed to provide a wide selection of professional improvement opportunities. The following notes identify the topics and resource persons.

Personal Improvement

What's your "OQ" — Obsolescense Quotient?

How can I keep up-to-date?

Thomas F. Trail, Staff Development Specialist
Cooperative Extension Service and Chairperson, Masters of Adult and Continuing Education
Washington State University
Pullman, WA 99163

Adult Self-Expression

Creative writing as a tool for developing self-expression and recognition for senior citizens.

Lois E. Gross
Creative Writing Teacher
Tacoma, WA

Individualized In-service Education

The results of an in-service education program that utilized single-concept audio cassette film strip cartridges.

Lucy Linden, Youth Specialist
Cooperative Extension Service
Washington State University
Pullman, WA

Values Clarification

A process to help others clarify values in order to resolve dilemmas.

Jerrold Coombs, Professor
Faculty of Education
University of British Columbia
Vancouver, B.C.

Adults as Learners

Characteristics of adult learners. How do they mesh with values of younger students?

John Mahaffy, Washington Coordinator for the Adult Education Staff Development Project, Region X, HEW
College of Education
Washington State University
Pullman, WA 99163

Shann Widman, Volunteer
Adult Education Staff Development
Shelton, WA

Life Skills

Results of programs in Alberta with women in native groups and penal institutions.

Bev MacKeen, Senior Counselor
Alberta Department of Advanced Education and Manpower
Calgary, Alberta

Verbalization Skills and Poverty

What's the relationship among improved verbalization skill, vocational competency, and motivation to grow out of the culture of poverty? The results of pilot efforts in Washington.

Wil Richarz, Youth Specialist
Cooperative Extension Service
Washington State University
Pullman WA 99163

Competency Based Adult High School

What's the rationale? What are the policies? How is it set up?

Aubrey Gardner, Director, Adult Education Program
NW Regional Educational Laboratory
Portland, Oregon

Community Education

What is community education and how does it relate to the community college? What's happening regionally, nationally?

Jerry Thornton, Director of the Washington Center of Community Education
Old Capitol Building
Olympia, Washington 98501

Marv Weiss, Dean
Community Services/Community Education
Clackamas Community College
Oregon City, Oregon

Consumer Education

Rights and responsibilities as content for consumer education programs. Washington's project on hazardous household products:

Pat Rebo, Consumer Specialist
State Dept. of Agriculture
7518 - 238th SE
Woodinville, Washington 98072

"Fairness" in advertising, warranties, and contracts:

Mareatha Counts, Consumer Education Specialist
Washington State Attorney General's Office
Dexter-Horton Bldg.
Seattle, WA 98104

Pesticide Training

Education for adults certified by public agencies to sell or apply pesticides.

Joseph Capizzi, Entomologist
Cooperative Extension Service
Oregon State University
Corvallis, Oregon 97331

The CEU

Experience with the Continuing Education Unit? What should be the criteria and process of awarding CEU's?

Ron Petersen, Director of Program Development
Whatcom Community College
Ferndale, WA 98248

Jerry Vermillion, Director of Continuing Education
Olympia Technical Community College
Olympia, WA

John Koruga, Director of Continuing Education
North Seattle Community College
Seattle, WA

POSTSCRIPT

Education, innovation and colleagueship are three primary functions served by annual conferences of voluntary professional associations. Each conference is an opportunity to provide continuing education experiences for the membership, to share and disseminate new ideas within the professional field, and to become acquainted with each other and renew friendships.(*) These functions were uppermost in the minds of the planners who developed the 1975-76 Anniversary Conferences of the Northwest Adult Education Association and Washington Continuing Education Association. The co-chairmen, living four hundred miles apart, drew upon more than eighty people from the states of Alaska, California, Idaho, Illinois, Montana, Oregon and Washington, and the provinces of Alberta and British Columbia, over a fifteen-month period for ideas and assistance in developing and administering the conference.

Several adult educators began to brainstorm the idea of bringing together two voluntary professional associations, one regional and one state, for an annual conference and focusing that conference on an emerging issue. As the idea grew, it was suggested that a bibliography also be developed on the theme issue for distribution at the conference. Next, came the idea of inviting two nationally recognized individuals with differing points of view to speak to the conference. Finally, came the proposal to publish this proceedings around the issue and to advertise it on the international market. Thus was born the Northwest Adult Education Association/Washington Continuing Education Association 1975-76 Anniversary Conference in Seattle, Washington, February 19-21, 1976: *Certification, Credentialing, Licensing and the Renewal Process.*

The question became one of how to share ideas in a significant way. The format to be used became crystalized following discussions with Kathleen Rockhill of UCLA and Milton Stern at UC-Berkeley, who presented the major papers.

To set the stage, representatives of labor, industry, professions and state regulatory agencies described current practices and procedures. The two keynote addresses followed. The participants were divided then into discussion groups, each led by a facilitator and an occupational group representative. They developed questions to which the panelists and speakers responded during the luncheon.

During the luncheon we were also jolted by the reality of costs! Don Boyd, Executive Development Program Director Washington State Department of Personnel in Olympia, described the staggering costs of one state legislative proposal and asked "Who Will Pay the Bill?"

After lunch, the participants returned to their discussion groups to address themselves to the questions of how the issue affected each one professionally and personally, and to forecast its impact on their future. They returned to the plenary assembly for additional discussion and summary statements by the keynoters.

The quality of both the issue-orientated part of the conference and these proceedings were enhanced measurably by the active roll of ERIC Clearinghouse in Career Education, Northern Illinois University, DeKalb, Illinois, and its Associate Director, John Niemi, who had been elected President of Northwest Adult Education Association while on the faculty of University of British Columbia. ERIC's continuing encouragement in the development of these proceedings and its world-wide publicity of both the bibliography and the proceedings has made ERIC the third partner in this enterprise.

Two additional components of the conference were the Research Sections and the Saturday Seminars. The Research Sections on Thursday were designed by Roger Boshier, University of British Columbia. Seminars ranged from fifteen minutes to three hours with some being repeated in order to provide an opportunity for the participants to explore several innovations.

The Saturday Seminars provided a wide range of opportunities. Both the topics and resource people were selected with an eye to offering educational opportunities to the diverse population representative of many institutions, agencies and professional specialities. A second consideration was to offer seminars attractive to teachers and other practitioners whose obligations prohibited their attendance on Thursday and Friday.

The Anniversary Luncheon on Saturday brought the two voluntary professional associations together to recognize their memberships and their leadership and to pass their direction into the hands of the new officers. Mrs. Mary Wallace, a founder of NWAEA, and Dr. Thomas J. Gilligan, the founder of WCEA, were recognized. Alberta B. Johnston received the Meritorius Service Award of NWAEA. Jean Scheel, NWAEA, and Beverly Postelwaite, WCEA, captured the history, focus and legacy of their associations in their documents entitled "NWAEA

- An Unfolding Story" and "WCEA, 1963 to 1976." John Peters, Secretary of AEA-USA, and Clifford Norris, Regional Director of NAPCAE, concluded the celebration by focusing on trends in adult education and the relationship of the respective national associations to the state, provincial, and regional associations.

Educ[illegible] innovation, and colleagueship. Thes[illegible] our goals. And this was the design of th[illegible] conference in 1976 that we believe sup-[illegible]d out goals.

(*) James A. Farmer, Jr., Adult Education Association-USA President, elaborates on these functions in "The President's Column" in the February, March, and May, 1976 issues of *Adult Leadership*.

Conference Co-chairmen:

Richard L. Harris, NWAEA
Associate Dean for
Continuing Education
Grays Harbor College
Aberdeen, WA 98520

Lester N. Liebel, WCEA
Rural Development Coordinator
Cooperative Extension Service
Washington State University
Pullman WA 99163

REGISTRANTS

ALASKA

D. A. Gatzke
Director, Continuing Education
Northwest Community College
Nome

Larry Helms
Special Academic Services
University of Alaska
Fairbanks

ALBERTA

Bev MacKeen
Senior Counselor
Career Center
Advanced Education and Manpower
Calgary

Keith V. Robin
Dean of Instruction
Lethbridge Community College

Fred Terentiuk
Provost, University College
University of Calgary

BRITISH COLUMBIA

Alan Ba[illegible]
Director, Continuing Education
Camosun College
Victoria

Adrian Blunt
Graduate Student
University of British Columbia

Roger Boshier
Assistant Professor
Adult Education Research Centre
University of British Columbia

Ronald E. Bowcott
Director, Adult Education
Langley School District

J. W. Buckingham
Director, Continuing Education
Malaspina College
Nanaimo

Jerrold Coombs, Professor
Faculty of Education
University of British Columbia

Lawrence Fast
Administrative Assistant
Vancouver Community College

W. J. Fedorak
Director, Continuing Education
Cariboo College
Kamloops

Thomas J. Gilligam
Principal
Vancouver City College

A. H. Glenesk
Community Education Services
Vancouver Community College

Douglas W. Kerr
Staff Training Coordinator
Department of Manpower and Immigration
Vancouver

Jindra Kulich
Associate Director
Centre for Continuing Education
University of British Columbia

Howat Labrum
Instructor, ESL
Vancouver Community College

Echo L. R. Lidster
Research Assistant
University of Victoria

David J. Little
Graduate Student
University of British Columbia

A. L. Duff Macdonell
Director, Continuing Engineering Education
Centre for Continuing Education
University of British Columbia

Judith Mastai
Graduate Student
University of British Columbia

Philip E. Moir
Programme Director
Centre for Continuing Education
University of British Columbia Extension

Donald S. Mosedale
Associate Director, Education Extension
Centre for Continuing Education
University of British Columbia

Edna Oberman
Adult Education Research Centre
University of British Columbia

John M. Peters
Secretary, AEA-USA
Faculty of Education
University of British Columbia

B. Gail Riddell
Student, Adult Education
University of British Columbia

Dale Rusnell
Assistant Professor
University of British Columbia

Bonnie Jean Thiesfeld
Graduate Student
University of British Columbia

CALIFORNIA

Kathleen Rockhill (Penfield)
Assistant Professor of Adult Education
University of California
Los Angeles

Milton P. Stern
Dean
University Extension
University of California
Berkeley

IDAHO

James L. Black
Associate Professor, Adult Education
University of Idaho

E. Joyce Boswell
Director of Extended Day &
Adult Continuing Education
North Idaho College
Coeur d'Alene

Susan S. Burcaw
State Coordinator, Correspondence Study
University of Idaho

Jean E. Frick
Director, ABE-GED
North Idaho College
Coeur d'Alene

David G. Hanson
Administrative Assistant
Northwest Nazarene College
Nampa

Fred E. Kohl
Assistant Director
Cooperative Extension Service
University of Idaho

Marion J. Voorhees
Executive Secretary
Idaho Real Estate Commission
Boise

ILLINOIS

John A. Niemi
Associate Director
ERIC Clearing House in Career Education
Northern Illinois University

MONTANA

Charles E. Kittock
Registrar & Director of Continuing Education
Eastern Montana College
Billings

Susan B. Mielke
Teacher — Supervisor
Missoula Technical Center

Carl R. Sandell
Supervisor
Adult and Continuing Education
Missoula Technical Center

OREGON

Dollie Ammons
Instructor, Business Administration
Clackamas Community College
Oregon City

Don Bowman
Program Specialist
Division of Continuing Education
Oregon State University

Joe Capizzi
Entomologist
Cooperative Extension Service
Oregon State University

Leonard J. Chase
Director, Prep Education
Division of Continuing Education
Oregon System of Higher Education

Michael Colbert
Professor, Adult Education
Oregon State University

Ronald C. Collman
Director, Adult Community Education
Clatsop Community College
Astoria

Ann C. Crisp
Coordinator of Homemaking & Parent Education
Linn-Benton Community College
Albany

Mary Ann Evan
Coordinator, Corrections Education
Oregon State Department of Education

W. Aubrey Gardner
Director, Adult Education Program
Northwest Regional Educational Laboratory
Portland

Larry J. Haskell
Assistant Director Adult & Community Education
Clatsop Community College
Astoria

Carol C. Herron
Coordinator, Consumer Education
Portland Community College

Alberta Johnston
Area Supervisor
Extension Service
Oregon State University
Portland

Wilfred A. Jordan
Director, Community Education
Linn-Benton Community College
Albany

Clifford C. Norris
Coordinator
Oregon Department of Education

Mike Patrick
Director, Community Education
Linn-Benton Community College
Albany

Lois Preiz
Extension Home Economist
Extension Service
Polk County
Dallas

Jean Scheel
Assistant Director (Emeritus)
Extension Service
Corvallis

Walter Shold
Program Specialist
Division of Continuing Education
Portland

Mark Trumbo
Coordinator, Community Services
Chemeketa Community College
Salem

L. M. Vinsel
Director, Adult Education
Medford School District

Marvin Weiss
Dean, Community Services/Community Education
Clackamas Community College
Oregon City

Nellie Wolcott
Program Associate
Division of Continuing Education
Salem

Richard L. Young
Manager Cascade
Portland Community College

WASHINGTON

Donn Adams
Director, Continuing Education
Walla Walla Community College

Theresa Adams
Instructor, ABE
United Indians of All Tribes Foundation
Seattle

Carmelita Adkins
Director, Adult Learning Center Project
Colville Confederated Tribes
Omak

Sally Angell
Instructor
Lower Columbia College
Longview

Betty Arbogast
Coordinator, Child and Family Studies
Grays Harbor College
Aberdeen

Marlene Archer
Instructor, ABE-GED
Grays Harbor College
Aberdeen

J. E. Baldi
Assistant Director, Continuing Education
Central Washington State College
Ellensburg

Virginia Barton
Assistant Director
Timberland Regional Library
Chehalis

Elizabeth Baxter
Instructor, ABE
Fort Steilacoom Community College
Puyallup

Jan Blumberg
Timberland Regional Library
Olympia

Tana Blumbardt
Secretary
Fort Steilacoom Community College
Puyallup

Don Boyd
Program Director
Executive Development, Wa. State
Department of Personnel
Olympia

Violet F. Boyd
Director, Learning Center
Colville Confederated Tribes
Nespelem

Ross Brewer
Director, Evening Instruction
Clark College
Vancouver

Donna Marie Brians
Graduate Student
Washington State University

Nancy Borchgrevink
Associate Dean of Instruction
Lower Columbia College
Longview

Sara Burgess
Associate Director
Center for Continuing Education
Western Washington State College

Bob Butler
Chairman
King County Extension Service
Seattle

William Caldwell
Coordinator, Adult Education
Edmonds Community College
Lynnwood

Richard Christenson
Director, Continuing Studies
Eastern Washington State College

Robert J. Christenson
Graduate Student
Washington State University

Elmer E. Clausen
Director of Adult Education
Office of State Superintendent of Public Instruction

Ethel R. Clayton
Instructor — Coordinator, ABE
United Indians of All Tribes Foundation
Seattle

Doris Coates
Title I, HEA Administrator
Office of Community Development
State of Washington
Olympia

Twila Cooper
Instructor — Coordinator, Special Education
Clover Park Schools

Mareatha Counts
Consumer Education Specialist
State Attorney General's Office
Seattle

Rosemary Cunningham
Graduate Student
Washington State University

Kenneth C. Diehl
Administrator
Professional Licensing Division
Department of Motor Vehicles
Olympia

June Dilworth
Coordinator, In-service Education
Seattle Pacific College

Daniel G. Donohue
Director of Special Programs
Seattle Central Community College

Carl Donovan
Deputy Coordinator
Council for Postsecondary Education
Olympia

George D. Dorr
Assistant Dean
Highline Community College
Midway

Leslie Eglin
Instructor
Yakima Valley College

Maggie Ellis
Graduate Student
Washington State University

Richard Feringer
Professor
Western Washington State College

Roy Flores
Program Specialist
State Board for Community College Education

Catherine Fousha
Instructor
Yakima Valley College

Kathleen A. Gallagher
Assistant Director of Admissions
Saint Martin's College
Olympia

Lois Garland
Graduate Student
University of Washington

Shirley B. Gordon
Vice President
Highline Community College
Midway

Jan Grant
County Agent
King County Co-op Extension
Seattle

William Gray
Area Community Consultant
Cooperative Extension Service
Bellingham

Dale R. Green
Director P.C.L.C.
Fort Steilacoom Community College
Puyallup

Isabelle Green
Program Manager
Conference and non-credit programs
Eastern Washington State College

Lois E. Gross
Creative Writing Teacher
Tacoma

Barbara Guptill
Head, Adult Education
Seattle Public Library

Jack R. Hall
Coordinator, Adult Education
Colville Public Schools

Barbara Hanford
Public Information Director
KWSU Radio — TV Service
Washington State University

Roberta Hardman
Counselling & Testing Associate
Clark College
Vancouver

Richard L. Harris
Associate Dean for Continuing Education
Grays Harbor College
Aberdeen

H. Harlow Hayes
Associate Dean
Whidby Branch, Skagit Valley College
Oak Harbor

John A. Healy
Education Officer
Fairchild AFB
Spokane

Edwin K. Hill
Associate Dean for Special Programs
Wenatchee Valley College

Louise Hirsawas
Specialist
Division of Non-credit Programs
Continuing Education
University of Washington

Robert L. Howser
Coordinator
Clarkston Branch
Walla Walla Community College

Alta Hoy
Graduate Student
Washington State University

Lowell E. Jacobs
Director, Evening College
Spokane Falls Community College

Bettie Jacobsen
Instructor
Seattle Central Community College

Suzette James
Learning Center
Nespelem

Jerome A. Johnson
Director of Kent and Renton Branches
Green River Community College

Richard C. Klein
Associate Dean of Instruction
Bellevue Community College

Susan Knowlton
Coordinator/Consultant to the Elderly
Olympia College

Mary Kohli
District Program Leader
Cooperative Extension Service
Puyallup

John Koruga
Director of Continuing Education
North Seattle Community College

Rita Kucklack
Music Instructor
Federal Way

Carol Kuhn
County Excension Agent
Everett

Leonard E. Lamb
Military Coordinator
Community College District No. 17
Spokane

Errol K. Lambert
Rainier School
Buckley

W. E. Lelinski
Superintendent of Student Services
Lake Washington Vocational Technical Career Center
Kirkland

Lester N. Liebel
Coordinator, Extension Rural Development
Washington State University

Irving Lieberman
Professor
School of Librarianship
University of Washington

Lucy Linden
Youth Specialist
Cooperative Extension Service
Wa hington State University

Herman Littman
Counselor
92 CSG/DPT, USAF
Fairchild AFB

Jim Long
Associate Professor
Adult and Continuing Education
Washington State University

Roberta Lord
Academic Coordinator
High School Equivalency Program
Washington State University

Effie M. McAuliffe
Counselor, Basic Education Services
McChord AFB

Charles Jr. McCarthy
Coordinator, Basic Education
Community College District No. 17
Spokane

D. David McDowell
Basic Education Coordinator
Grays Harbor College

Virginia Mack
Instructor
Adult Education Center
Yakima Valley College

John Mahaffy
Coordinator
Adult Education Staff Development Project
Washington State University

Tim Mann
Community Education Director
Ridgefield Community Schools

Fred S. Martin
Coordinator, Continuing Education
Highline Community College
Federal Way

Jan Marts
Continuing University Studies
Washington State University

Alvin C. Metz
McChord Recreation Director
Chapman College REC
McChord AFB

Annette M. Morgan
Graduate Student
Washington State University

Dick Moulton
Cooperative Extension Service
Montesano

Betty A. Ohrt
Associate Dean, Health Sciences
Eastern Washington State College

R. Timothy Oliver
Assistant Director
Business and Professions Administration
State Department of Motor Vehicles

Martin V. Olson
Admissions Counselor
Saint Martin's College

Russell S. Orr
Administrative Assistant
The Pastoral Institute of Washington
Seattle

Arnold O. Pederson
Counselor, Basic Education
McChord AFB

Dick Petersen
Coordinator, ABE
Wenatchee Valley College

Ron Petersen
Director of Program Development
Whatcom Community College
Ferndale

June Pierce
Administrative Secretary
Fort Steilacoom Community College
Puyallup

Beverly Postlewaite
Past-President, WCEA
Bellevue

Gordon L. Quick
Director, Elective H.S. & Adult Education
Clover Park Education Center
Lakewood Center

James L. Ratcliff
Assistant Professor
Department of Education
Washington State University

Pat Rebo
Consumer Specialist
State Department of Agriculture

Joyce Reyes
Director, ABE
United Indians of All Tribes
Seattle

Wil Richarz
Youth Specialist
Cooperative Extension Service
Washington State University

Gene Rieger
Extension Services Supervisor
Community College District No. 17
Spokane

Arthur Romero
Controller/Personnel Officer
Grays Harbor College

Jeanne Runberg
Administrative Assistant, Academic Affairs
Fort Wright College
Spokane

Tom Rybus
Extension Graduate Assistant
Cooperative Extension Service
Washington State University

Pamela Santilli
Teacher
Seattle Community College

Eloise Schroegel
Home Economics Consultant
Kirkland

Nancy Sellers
Graduate Student
Washington State University

Ardell Shotwell
Graduate Assistant
Cooperative Extension Service
Washington State University

H. Carlton Smith
Director of Continuing Education
South Seattle Community College

Carol Smith
Education Director
Quinault Indian Nation
Taholah

Cecilia Smith
Director of Continuing Education
Washington State Nurses Association
Seattle

Gordon Smith
Afsistant Dean of Instruction for Occupational & Continuing Education
Everett Community College

William Sperling
Instructor
Seattle Central Community College

Pete Stafford
Instructor
Renton Vocational Technical Institute

George Stricker
Director of Continuing Education
University of Puget Sound
Tacoma

June Stritmatter
Secretary
Willapa Harbor Continuing Education
Raymond

Bob Terry
Dean of Community Relations/Information
Seattle Central Community College

Robert W. Thirsk
Acting Director
Center for Continuing Education
Western Washington State College
Bellingham

Katherine B. Thom
Graduate Student
University of Washington

Juanita E. Thomas
Instructor
Seattle Central Community College

Hilda G. Thompson
Coordinator, ABE
Walla Walla Community College

Ruth M. Thompson
Graduate Student
University of Washington

Jerry Thornton
Supervisor, Community Education
Office of Superintendent of Public Instruction
Olympia

Marilee Titus
Program Coordinator
Fort Steilacoom Community College
Puyallup

Alan Tonnon
Executive Director
Washington Real Estate Education Foundation
Seattle

Thomas F. Trail
Staff Development Specialist
Cooperative Extension Service and
Chairperson, Adult and Continuing Education
Washington State University

Lynn Triplett
Associate Dean, Continuing Education
Eastern Washington State College

Henry R. Turner
Guidance Counselor
Fairchild AFB
Spokane

Irene J. Usitalo
Chairperson, State Goals Certification
Washington Association Educational Secretaries
Federal Way

Bill VanHorn
Graduate Student
Seattle University

Marthanna E. Veblen
Washington Library Association
Continuing Education
King County Library System
Seattle

Mary Ann Vellat
Continuing Education Coordinator
Washington Association Educational Secretaries
Seattle

Jerry Vermillion
Director, Continuing Education
Olympia Technical Community College

Arne Vicklund
Coordinator
Colville Indian Learning Centers
Nespelem

Nancy Warnstadt
Basic Education Coordinator
Grays Harbor College
Aberdeen

Daniel L. Walters
Graduate Student
University of Washington
Seattle

Calvin Watness
Dean of Extension Services
Fort Steilacoom Community College
Puyallup

Dianne Weaver
Coordinator
Montesano Community Schools

Pat Weiler
Director
Center for Lifelong Learning
Seattle Central Community College

Constance R. Wells
Director
Division of Non-credit Programs
Continuing Education
University of Washington

Barbara A. Wesley
Chairperson, Graduate Student Section
Adult Education Association
Tacoma

Allen I. White
Dean
College of Pharmacy
Washington State University

Shannon Widman
Volunteer
Adult Education Staff Development
Shelton

Barbara V. Williams
Director
Division of Evening and Extension
Credit Programs
University of Washington

Don Williams
Associate Professor
University of Washington

Delight Willing
Supervisor, Special Programs
Renton Vocational Technical Institute

Catherine Wilson
Program Coordinator
Fort Steilacoom Community College
Puyallup

John D. Wilson
Coordinator, Continuing Education
Grays Harbor College

John P. Wilson
Research and Evaluation Coordinator
Cooperative Extension Service
Washington State University

William C. Wright
Seattle

Charles Yackulic
Associate Professor
Seattle University

Kenneth Yeend
Program Director (Retired)
KCTS-TV
University of Washington

Mollee Yoder
Instructor
Yakima Valley College